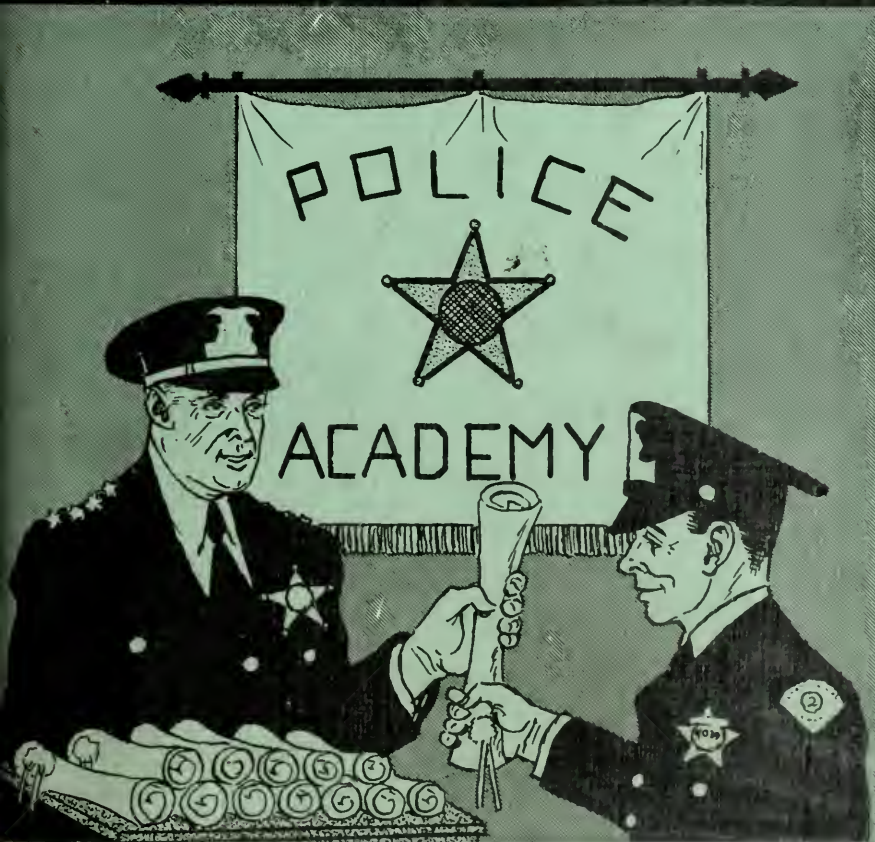


A FORWARD LOOK in POLICE EDUCATION



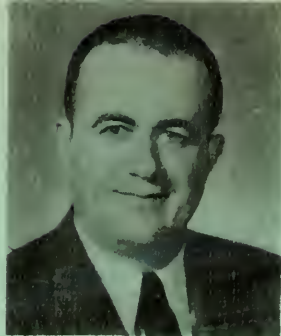
THOMAS M. FROST, M.S., M.S.I.R., Instructor, Police Academy,
Chicago Police Department, Police Education Consultant



With an
Introduction
by

TIMOTHY J.
O'CONNOR
Commissioner
of Police
Chicago,
Illinois





THOMAS M. FROST

Mr. Frost graduated from Loyola University, Chicago, Illinois, in 1951 with a Bachelor of Science Degree majoring in Psychology. He received the degree of Master of Social and Industrial Relations from the same university in 1954. He took additional graduate work at Chicago Teachers College.

Mr. Frost joined the Chicago Police Department in 1946 after serving with the United States Marines in World War II. Since 1948, he has served as a faculty member of the Chicago Police Academy. He has considerable experience in the areas of psychological testing, teaching, and personnel administration and holds a College Teacher's Certificate with the Chicago Board of Education.

He has served as a Police Education Consultant for other police agencies and in 1955, The American Bar Foundation selected Mr. Frost to head a research team for its Survey of Criminal Justice. His writings have appeared in the Journal of the American Academy of Forensic Sciences, Northwestern University's Journal of Criminal Law, Criminology, and Police Science, The Chicago Board of Education Teachers' Journal, as well as in other publications.

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A FORWARD LOOK IN POLICE EDUCATION



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A FORWARD LOOK in POLICE EDUCATION

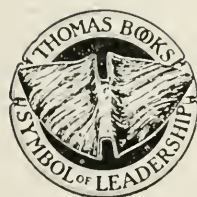


By

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CHARLES C THOMAS • PUBLISHER



With an Introduction by

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*Commissioner of Police
Chicago, Illinois*

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TO

MY FATHER

WILLIAM C. FROST

Who served with dedication
and valor as a member of the
Chicago Police Department

May 23, 1917

October 18, 1945

THE DIGNITY, RESPECT, SERVICE, AND
EFFICIENCY OF GOVERNMENT DEPEND
UPON THE QUALITY, MORALE, AND
PERFORMANCE OF ITS EMPLOYEES

Citizens Public Personnel Association

Introduction

WHEN the term "crime" is mentioned, a vast field of varied areas and concepts presents itself to the mind of the individual—law enforcement, punishment, rehabilitation, probation, parole, and, in general, a whole list of subjects covering the detection of the criminal, the apprehension of the criminal, the conviction of the criminal, the punishment and possible rehabilitation of the criminal. With such a broad field before us, it is no small wonder that the wealth of literature covering crime should prove, at times, to be most formidable; yet, sadly enough, all too inadequate. It might truly be said with respect to crime and law enforcement—"much about everything and little about anything."

Therefore, it gives me much pleasure to note a definite contribution to the area of crime prevention with emphasis upon good law enforcement. Efficient police work is no accident, it is the result of many somewhat interrelated factors. Chief among these are effective police education programs.

Officer Frost, fully aware of the importance of police education, is to be commended for his labors and research in this field. It has not been easy. Those of us in police work are cognizant of the fact that effective police education can be achieved only through a definite awareness of sound law enforcement theories and what proves to be just as important, first-hand acquaintance with the varied and complex aspects of police work. Officer Frost is no armchair philosopher. He is one of "Chicago's Finest" who has devoted himself to police education with a view to better service and protection to our American society at large. His theories and research in this field are readily discernible in the following pages. His loyalty and deep-rooted practicality are best noted in his "dedication." These fruits of his labor are not dedicated to a nationally or an internationally known criminologist or educator,

but rather to a symbol of service and protection to the community—his policeman father.

I feel certain that all of us engaged in police administration, and particularly, police education, will recognize this much-needed volume for what it so clearly is—*A Forward Look in Police Education*.

TIMOTHY J. O'CONNOR
Commissioner
Chicago Police Department

Preface

THE primary step in undertaking the writing of a textbook is determining the need for such a work. As we examine the present and contemplate the future, we must review the past. The progress of the American pioneer—whether he be frontiersman or criminologist—has been the instrumentality of our nation's progress and success. By today's standards, the early police education programs leave much to be desired. However, the comparison is unfair as the essence of Americanism is progress and today's methodology already is passé if we compare it with tomorrow's. The contribution that the early Police Educators have made should not be scoffed at because progress and improvement are contingent upon simple beginnings. Those close to the scene have witnessed a tremendous transition in Police Education within recent years. Gradually, the police programs have expanded to the college campus and the National Academy in Washington, D.C. Today, everyone in the police field is eager and desirous to improve! Our path is definitely one of progress.

However, in perusing the literature of the field, it is noteworthy to observe that there is not a single text devoted to the essential proposition of assisting the police teacher by explaining the rudiments of the Teaching Techniques in terms of police instruction. *A Forward Look in Police Education* has been written to resolve this problem.

Initially, the text traces the growth of Police Education Systems and offers some solutions to resolving the problem of education for the small departments.

Chapter II explains the essentials of proper construction of a Police Curriculum which will be valid and worthwhile for any educable police group. In studying this chapter, the Police Administrator should give considerable attention to the Social and

Physical Factors of the Community as anticipatory police problems.

Chapter III should be helpful to the police instructor as it sets forth the Principles of Teaching: Preparation, Presentation, Examination, and Review. The place of Audio-Visual Aids in teaching has come into its own in both formal academic instruction and in industrial training. It should be adopted similarly by the Police Educator. Chapter IV will assist him in realizing this objective.

Chapters V and VI provide the Police Administrator with an exhaustive presentation of selection and evaluation techniques.

The multiple factors underlying the selection and educating of police personnel represent the areas of Police Administration which are instrumental in kindling the fire of successful police operations. The fact remains that each officer through his innate ability, aptitude, and education will determine the success or failure of the police department's efforts to prevent and eradicate crime. Consequently, proper selection and suitable education are the primary adjuncts to successful law enforcement.

The author has written this text with the sincere desire that in some small way it will hasten the standardization and professionalization of the selection and education of police personnel. It should prove helpful to the police chief, personnel administrator, and others concerned with selection programs. It will serve as a guide to those persons who are responsible for the education programs of their departments. Police administration students should find the answers to many of their present problems within this book's pages. Finally, it may help fellow officers who, like the author, wish to see America's finest young men selected to become the world's best educated police officers!

Acknowledgments

THIS text dealing as it does with police administration and police education would not be complete without recognizing the two outstanding leaders responsible for the efficient organization of the Chicago Police Department: Mayor Richard J. Daley and Commissioner of Police Timothy J. O'Connor. Their combined efforts demonstrate their determination to make Chicago the world's safest city. Their forthright leadership and progressive attitude have done much to improve the police officers' position and are responsible for the great strides toward professionalizing police work in Chicago.

A person who has written a textbook takes considerable pride in his accomplishment. However, there are few authors who accomplish such a feat alone. The value of many books is dependent almost as much on the quality of the author's colleagues and friends as it is on the author's talents. In writing this book, I was privileged in having the cooperation of many persons who were both willing and capable of giving advice and counsel. Although it is impossible to acknowledge all who have aided me in this work, I would like to mention with sincere gratitude the following persons who gave so unselfishly of their time and advice:

Reverend James Mattlin, S.J., head librarian and his assistant Mr. James Cox who placed the entire resources of the Cudahy Memorial Library, Loyola University, Chicago, Illinois, at my disposal.

Professor Thomas Kennedy, Loyola University, Chicago, for his helpful comments on the *Principles of Teaching* and the use of psychological tests.

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Lieutenant LeRoy Marston, Police Training Division, for his helpful advice concerning the development of Audio-Visual Aids, Chapter IV.

Lieutenant John Ascher, Director of the Scientific Crime Detection Laboratory and Lieutenant David Purtell, Document Examiner, Chicago Police Department, for their many services and learned advice on many matters contained in this book.

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Patrolman John J. Thomas, Police Training Division, for providing advice and constructive criticism of the entire subject matter.

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Finally, a deep and sincere heartfelt thanks to my dear wife, Frances, whose hard work and feminine persistence are reflected throughout this book.

To all of these fine people, I am proud to acknowledge my indebtedness for their contribution but in so doing I similarly must accept all responsibility for any controversial issues or errata which may evolve from these pages.

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D. Van Nostrand Company: *Juvenile Delinquency in Modern Society*.

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The Pictures

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 Simpson, Stephen, Chicago Patrolmen's Club Official Magazine: pictures on pages 3, 71, 88, 90, 91, 123, 135, 161, 178, 179, 183, 230.

THOMAS MAURICE FROST

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A FORWARD LOOK
IN POLICE EDUCATION

The struggle of law enforcement to raise its standards and earn the right to the term "profession" has been a long, difficult and continuous one. The gains which have been made toward achieving the goal are the results, chiefly, of one factor. That factor is training.

J. EDGAR HOOVER



Fig. 4

Resolving the Problem of Police Education

THE emergence of Police Education into a significant and distinct aspect in the total framework of Law Enforcement has been a comparatively recent achievement. Perhaps it is difficult for someone embarking on a career in Law Enforcement to realize that not so long ago a new police officer was issued a badge, a gun, and a club and was ordered to go out and enforce the law. His police education was confined to observing what the other officers did. August Vollmer explains: "No preliminary training was necessary and the officers were considered sufficiently equipped to perform their duties if they were armed with a revolver, and a club and wore a regulation uniform."¹ Later, through the determined and persistent efforts of a few farsighted police leaders, some semblance of formal education was introduced.

Not so many years ago police training programs were hastily arranged affairs accomplished by spontaneously and indiscriminately assigning a few veteran police officers to the task of informing a group of police recruits the functions of their job.

¹ August Vollmer: *The School For Police As Planned At Berkeley*, JOURNAL OF THE AMERICAN INSTITUTE OF CRIMINAL LAW AND CRIMINOLOGY, Vol. VII, May, 1916, p. 877.

Generally the academic phase consisted of dictating a series of questions and answers which were to be memorized by the students.²

At times, this education plan would be elaborated to include a course in firearms and a physical conditioning program. At the termination of the training, the instructors were ordered back to their regular assignments and the education program was abandoned until such time as another group of police recruits was assembled for indoctrination. Initially, this approach to police education was praised as a step in the right direction, but the success was short-lived as police leaders failed to carry through this pioneer venture. Soon, Police Education was again practically non-existent as Bruce Smith points out; "Even today entire states are without a single police training unit worthy of the name, and others with police schools on such a casual basis, and for such brief uncertain periods, as to have little influence in raising the general level of police service."³

The Problem Grows: During the era of the Golden Twenties and the Depression Thirties, police departments were like little Topsy—they just grew and grew! Although they had attained their chronological majority, they were frightfully immature in numerous other ways.

The era was characterized by drastic changes in the technological, sociological, and scientific ramifications of daily living in both the urban and the rural communities. In turn, all of these factors affected the role of the police officer. The automobile became commonplace. "The record starts with only four motor vehicles in the entire United States in 1895. By 1900 there were eight thousand, by 1910 nearly half a million, by 1920 nearly ten million, in 1930 over twenty-five million, and in 1940 over thirty million."⁴ If the police officer was to catch the hoodlum, police

² Thomas M. Frost: ANALYSIS AND EVALUATION OF THE METHODS OF SELECTION AND TRAINING OF POLICE OFFICERS IN PRINCIPAL CITIES OF THE UNITED STATES, A Thesis Submitted to the Faculty of the Graduate School of Loyola University, Chicago, Illinois, June, 1954, p. 38.

³ Bruce Smith: POLICE SYSTEMS IN THE UNITED STATES, Harper & Brothers, New York, 1949, p. 296.

⁴ *Ibid.*, p. 62.

departments had to become motorized. So the police officer was sent to school—*driving school*! He also acquired new responsibilities as stolen automobiles and traffic problems became new and large police headaches. Scientific aids were made available to the police departments, but it required time and special instruction before the police officers could become proficient in their use.⁵ Pressure groups demanded police understanding of the sociological and psychological aspects of criminal life and causations. Finally, the criminal himself was more educated. He became a member of well-organized gangs—fully equipped with money, power, and legal counsel.

Coupled with this internal tumult, the entire country was experiencing widespread brazen and defiant disregard for peace and good order by the prohibition hoodlum, the bank robber, the auto thief, and numerous lesser type criminals. It soon became obvious to both saint and sinner that the law enforcement agencies were ill-equipped and ill-trained to defeat the law violator of this era. It was time for the chronologically adult police departments to attain their mental maturity.

Out of this absence of Police Education there emerged a gradual awareness of the need for police education and training. It appeared first among the state police. By 1920, the Pennsylvania State Police under Major Lynn G. Adams had established a two-month course of instruction, and in 1921 it was extended to three months. Then, "the State Police Training School was reorganized in 1924 and was established at Hershey, Pennsylvania. The new

⁵ The Chicago Police Scientific Crime Detection Laboratory was the outgrowth of the Northwestern University School of Law Scientific Crime Detection Laboratory. "With the support and encouragement of Dean John Wigmore, the laboratory was established in 1930 as a division of Northwestern University's Law School. With Col. Goddard as Director and Professor of Police Science, a staff of specialists was gathered together covering such additional techniques as chemistry, toxicology, serology, document examination, detection of deception, microscopic identification, and photography. This was the first comprehensive scientific police laboratory in the nation." (C. W. Muehlberger: "Col. Calvin Hooker Goddard, 1891-1955" *THE JOURNAL OF CRIMINAL LAW, CRIMINOLOGY, AND POLICE SCIENCE*, Williams and Wilkins Company, Baltimore 2, Md., Vol. 46, No. 1, May-June, 1955, p. 104.) In 1938, the laboratory became the exclusive property of the Chicago Police Department. At that time, there was a shifting in personnel from the university's staff to police officer technicians.

school required a four months' course of instruction."⁶ This was indeed a progressive move. Relatively similar programs were initiated by the state police departments of New York, New Jersey, and Michigan.⁷ The renaissance spread to the cities, with New York, Chicago, Detroit, Los Angeles, Berkeley, and Wichita among the first to establish Police Training Schools. According to today's standards, these schools left much to be desired, but they were the forerunners of today's police academies.

This modern attitude is further exemplified by the fact that many police departments have established an Education Unit or appointed a member of the department to serve as the Education Officer. It is the responsibility of such a unit or individual to organize and conduct all phases of police education needed by the particular police department. Some police departments have been fortunate enough to have their own police academies, either in the form of specially constructed buildings or certain older buildings designated for such purposes in order to be able to concentrate and intensify their educational program.

Although the attitude of police leaders toward Police Education and Training has become more favorable, there still remains a tremendous gap between the acknowledgement of the need for Police Education and the actual attainment of it (to the degree required).

A Criterion for Police Education Programs: Quickly, police chiefs, political leaders, business executives, and college professors combined their talents and resources in an effort to resolve this problem. Various studies and surveys⁸ of police agencies were made, from these came many suggestions to improve the

⁶ *History of State Police Training in Pennsylvania*, PENNSYLVANIA STATE POLICE SYLLABUS, Pennsylvania State Police Training School, Hershey, Pennsylvania, 1952, p. 6.

⁷ See Bruce Smith, *op. cit.*, p. 299.

⁸ Some of the most outstanding of these surveys include: *The Missouri Crime Survey*, 1926; *The Illinois Crime Survey*, 1927; *A Regional Police Plan for Cincinnati and its Environs*, 1931; *Chicago Police Problems—An Approach to Their Solution*, 1931; *Crime and the State Police*, 1935; *The New Orleans Police Survey*, 1936; *A Survey of the Bureau of Police*, Pittsburgh, 1937; *Survey Report, San Francisco Police Department*, 1937. See Bruce Smith, *op. cit.*

police departments, and reorganizations became widespread. Although most of these surveys were accepted and adopted, others fell by the wayside. The criteria promulgated by the sociologists, police administrators, and others to improve and increase police efficiency were well predicated and established. However, as is true in almost every avenue of endeavor, the academic and technical criteria are defined and recognized long before their actual adoption. Administrators often show extreme reluctance to modify their plan of operation, particularly when community mores or organizational structures are affected, thus progress is retarded.

Among the many studies conducted at this time is one made by the Office of Education, United States Department of the Interior, which defines in very explicit and definite terms the necessary components upon which a Police Education Program should be premised.

Each of the essential characteristics cited by this government survey have been allotted presentation in separate chapters of this text and the development of each topic formulates the book's substance. A summary of the characteristics is given below.

Experience in the organization and operation of training programs in a great variety of occupations furnishes justification for the statement that successful programs—those which are accomplishing the purposes for which they were set up—possess certain characteristics regardless of the specific occupations for which the training is given. In making efficiency surveys of existing programs, it is customary to consider anywhere from 10 to 25 so-called efficiency factors, but for the purposes of this discussion it seems desirable to consider only what are generally recognized as the four principal characteristics of an efficient training program.

These are as follows:

1. The group enrolled in the training program should be properly selected.⁹
2. The instructor should be competent, not only from the standpoint of knowledge and skill regarding the occupation for

⁹ This topic comprises the subject matter of Chapter V, *Qualifications for Police Personnel*, and Chapter VI, *Evaluation of Police Applicants*.

which training is given, but also from the standpoint of his ability to teach what he knows and can do.¹⁰

3. The course of study should be based upon what is commonly referred to in vocational education as "functioning subject matter."¹¹
4. The working conditions should be sufficiently favorable to make it possible to do a good job of training, provided the three requirements previously mentioned are satisfied.¹² The heading "Favorable Working Conditions may include: . . . classrooms or conference rooms, blackboards, audio-visual equipment, and other items for conducting an efficient training program."¹³

The remainder of this chapter shall be devoted to the organizational structure of a Police Education Section and to discussing methods of resolving the Police Education problems appropriate to police departments both large and small.

THE POLICE EDUCATION SECTION

Every police department regardless of its size has a responsibility to see that its members are the recipients of education and instruction both at the commencement of their employment and at frequent intervals during their work careers. The extent and elaborateness of such instruction shall be determined by the particular police agency's ability to provide self-education, its manpower strength and turnover, and the extent and diversification of requisite duties and responsibilities which the department must provide. Of course in situations where the department's program or talents are lacking in effectiveness, outside help must be solicited.

In most instances, the lack of self-education has been most prevalent in the smaller police departments. There is no doubt

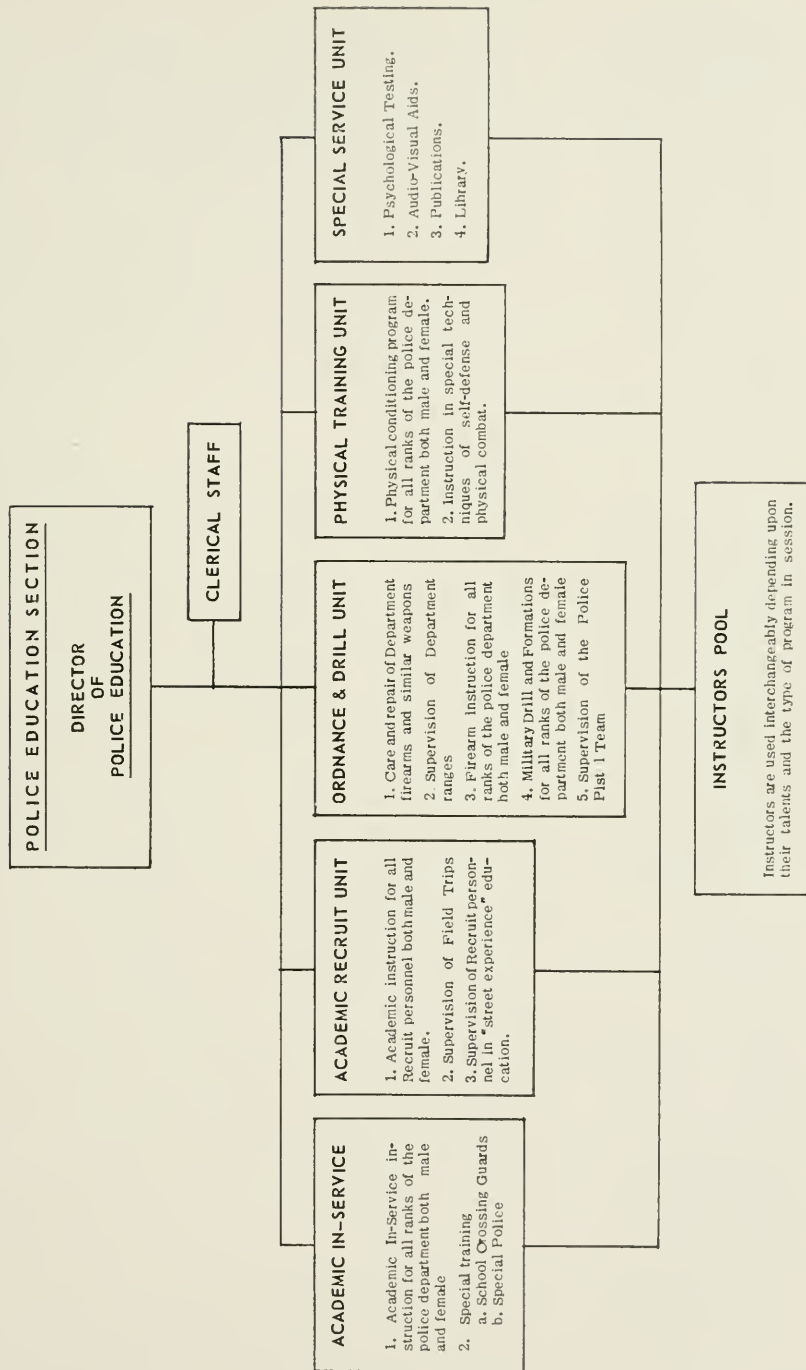
¹⁰ This topic comprises the subject matter of Chapter III, *The Psychology of Police Teaching*.

¹¹ This topic comprises the subject matter of Chapter II, *Establishing A Police Curriculum*.

¹² This topic comprises the subject matter of Chapter IV, *Audio-Visual Aids in Police Teaching*.

¹³ Office of Education: TRAINING FOR THE POLICE SERVICE, U. S. Department of the Interior, Vocational Division Bulletin No. 197, Washington, 1938, p. 15.

FIGURE 5



that the police chiefs of the smaller departments are as eager and sincere in their desire to educate and train their personnel as are the Commissioners of the large city police departments. However, the chief has been unable to find talented persons within his department to assume the duties and responsibilities of a Police Education Officer. Similarly, he has been hindered by the lack of money, opportunity, and literature to establish such a program on his own initiative. Let us hope that this presentation of a Police Education Section will be an adequate blueprint to encourage and enable the chiefs of these smaller departments to create a Police Education organization commensurate with their department's needs.

Although the structure of the Police Education Section as set out in Figure 5 is premised on the requirements of a large department, the police chief should not be appalled by its size as he can readily adjust it to satisfy his needs simply by combining subdivisions into smaller units or delegating the responsibilities to single individuals. The enormity of a large police department's education program can be quickly realized by citing the Chicago Police Training Unit's activities for 1956-1957. During this period, the Chicago Police Training Unit processed and educated 2,229 recruits, provided a one week In-Service Refresher Course for 51 captains, 151 lieutenants, 748 sergeants, 1,300 detectives, 4,600 patrolmen, and 106 policewomen. Military Drill Refresher Training was given to 2,551 commanding officers and patrolmen. Each member of the department was required to attend revolver practice once a month, six times a year. Machine gun instruction was provided for 920 detectives. Such an intensive program of Police Education required the services of 114 police instructors.¹⁴ Of course, few police departments will require such a large staff. However, even if the police department requires but a single officer to assume the responsibilities of its Education and Training programs, this organizational structure can still be of some benefit to him.

¹⁴ Statistical data supplied by Lt. John J. Nelligan, Director of Personnel, Chicago Police Department.

Structure of the Police Education Section: The Police Education Section is organized in such a way as to restrict the number of people reporting to the Section and Unit heads. The Director of Police Education has only five persons reporting directly to him, which is in keeping with sound organization principles. "When there are too many organizational units whose heads report directly to the chief of police, the chief becomes engrossed in detail and is unable to deal effectively with the various services. This applies also to assistant chiefs and captains; the size of any office unit or field force should not be greater than can be adequately supervised. . . . For the most responsible type of civil administration, the consensus seems to favor from three to twelve subordinates.¹⁵ Unit heads should be lieutenants or highly qualified specialists. However, the rank and strength of each unit will be determined by the frequency, duration, and intensity of the Education Programs being undertaken. The Instructors' Pool allows for shifting of teaching strength which will correspond to the size and type of programs being presented. In some departments, instructors will rarely be shifted from unit to unit due to the continuousness of the programs undertaken. The structure of this Police Education Section allows for considerable flexibility to enlarge or reduce itself in order to correspond to the needs of individual departments.

Function of the Police Education Section: The primary purpose of the Police Education Section is to professionalize police duty through education and training. More specifically, the functions of this section are:

1. Through appropriate research, determine the educational and training needs of the police department.
2. Prepare and present courses of instruction to members of the department to satisfy their educational and training needs.
3. Prepare and distribute training publications, education data, and department directives informing members of the department of changes in department policy and procedures and techniques.

¹⁵ MUNICIPAL POLICE ADMINISTRATION, The International City Managers' Association, Chicago, 3rd Edition, 1950, p. 66.

4. Serve as a central agency for the dissemination of information concerning various education programs available outside the department.
5. Serve as a central agency for exchanging ideas, procedures, and techniques of police procedure with other police departments.
6. Serve in an advisory capacity to other sections of the department by evaluating their prevailing mode of operation and by making recommendations to improve such operations whenever possible.

Specific Responsibilities of the Director of the Police Education

Section: The Director of the Police Education Section shall have the following responsibilities:

1. He shall execute general supervision and administrative responsibility over all personnel assigned to the Police Education Section.
2. He shall establish clearly defined lines of authority and delegate responsibility among unit commanders and subordinates within the Police Education Section.
3. He shall be the presiding officer of the Curriculum Committee.
4. He shall establish for police instructors such standards of police experience, academic background, and teaching proficiency which are deemed necessary to ensure professional standards of police teaching.
5. He shall maintain all necessary records of attendance, examinations, and grades obtained by police personnel attending courses of instruction in the Police Education Section, as well as such other records necessary for the proper functioning of the Police Education Section.
6. He shall consult with police department administrators and other police personnel regarding police problems and their solution realized through the assistance of the Police Education Section.
7. He shall employ accurate evaluation measuring devices in order to determine the Police Recruits' mental, physical and social suitability for being police officers.

8. He shall make recommendations to the Director of Police Personnel regarding the suitability of Police Recruits for certification or rejection based on procedures named in Point 7 and by the Recruits' "Cumulative Record."¹⁶
9. He shall perform such other police duties as shall be assigned to him by his superiors.

Unit Functions and Responsibilities: The specific function of each unit of the Police Education Section as well as the primary responsibilities of the commanding officer of each unit are enumerated in the following pages.

Academic In-Service Unit

Function: The function of the Academic In-Service Unit is threefold. First, it shall inform and educate experienced police personnel in the latest techniques and procedures in law enforcement. Second, it shall provide special training for those police officers assigned to specialized areas of duty. Third, it shall educate special police, school crossing guards, and similar quasi-police persons in their duties and responsibilities.

Typical of the type of education this Unit provides are these courses provided by the Chicago Police Training Division:

1. Commanding Officers' Seminar
2. Sergeants' Refresher Course
3. Pre-Sergeants' Indoctrination Course
4. Policewomen's Refresher Course
5. Juvenile Officers' Refresher Course
6. Police Secretary School of Instruction
7. Lock-Up Keepers' Refresher Course
8. Detectives' Refresher Course
9. Patrolmen's Refresher Course

¹⁶ "In general, the scope of the cumulative record material should include such data as family background, physical and mental health history, social and civic competence, academic records, general and special aptitude and achievement test records, vocational and avocational participation and interests, and other personality characteristics." Mildred L. Fisher: *The Cumulative Record as a Tool*, GUIDANCE IN THE CURRICULUM, 1955 Yearbook, Association for Supervision and Curriculum Development, Washington, D.C.: The Association, a department of the National Education Association, p. 151.

Commanding Officer's Responsibilities: The commanding officer of the Academic In-Service Unit shall have the following responsibilities:

1. He shall execute general supervision and administrative responsibilities over all personnel assigned to the Academic In-Service Unit.
2. He shall supervise the research, preparation, and presentation of all ramifications of Academic In-Service education.
3. He shall be a member of the Curriculum Committee.
4. He shall be responsible for the proper indoctrination and pre-classroom instruction of all police instructors assigned to the Academic In-Service Unit.
5. He shall evaluate police instructors' competence in terms of their ability to perform research, to maintain classroom discipline, to present the subject matter in a manner commensurate with recognized teaching techniques, to construct outlines, booklets, pamphlets and other necessary literature; to construct, administer, and score examinations; and by their ability to perform other assignments lying within the scope of Academic In-Service responsibilities.
6. He shall see that all police personnel assigned as students to the Academic In-Service unit shall become thoroughly educated in those academic subjects which comprise the particular Academic In-Service program to which they are assigned. The police students' proficiency shall be determined by means of oral and written examinations, written assignments, classroom participations, ability to absorb and perform demonstrations, and any other recognized testing device which the Director of Police Education shall deem accurate and suitable.
7. He shall keep the Director of Police Education properly informed of the progress and conditions of all activities under his jurisdiction.
8. He shall submit reports to the Director of Police Education of the weekly and final academic progress and proficiency attained by all police personnel assigned to the Academic In-Service Unit for education and training.

9. He shall make suggestions to the Director of Police Education regarding any necessary modifications and improvements in existing education plans and procedures.
10. He shall perform such other police duties as shall be assigned to him by his superiors.

Academic Recruit Unit

Function: The function of the Academic Recruit Unit is to educate Recruit personnel in the fundamental police techniques and procedures so they are competent to perform basic police duties and assure general police responsibilities.

Commanding Officer's Responsibilities: The commanding officer of the Academic Recruit Unit shall have the following responsibilities:

1. He shall execute general supervision and administrative responsibilities over all personnel assigned to the Academic Recruit Unit.
2. He shall supervise the research, preparation, and presentation of all ramifications of Academic Recruit education.
3. He shall be a member of the Curriculum Committee.
4. He shall be responsible for the proper indoctrination and pre-classroom instruction of all police instructors assigned to the Academic Recruit Unit.
5. He shall evaluate police instructors' competence in terms of their ability to perform research, to maintain classroom discipline, to present the subject matter in a manner commensurate with recognized teaching techniques, to construct outlines, booklets, pamphlets and other necessary literature; to construct, administer, and score examinations; and by their ability to perform other assignments lying within the scope of Academic Recruit education responsibilities.
6. He shall see that all police personnel assigned as students to the Academic Recruit Unit shall become thoroughly educated in those academic subjects which comprise the particular Academic Recruit program to which they are assigned. The police students' proficiency shall be determined by means of oral and written examinations, written assignments, classroom

participation, ability to absorb and perform demonstrations, and by any other recognized testing device which he or the Director of Police Education shall deem accurate and suitable.

7. He shall keep the Director of Police Education properly informed of the progress and conditions of all activities under his jurisdiction.
8. He shall submit reports to the Director of Police Education of the weekly and final academic progress and proficiency attained by all police personnel assigned to the Academic Recruit Unit for education and training.
9. He shall make suggestions to the Director of Police Education regarding any necessary modifications and improvements in existing education plans and procedures.
10. He shall perform such other police duties as shall be assigned to him by his superiors.

Ordnance and Drill Unit

Function: The function of the Ordnance and Drill Unit is to provide both fundamental and specialized instruction in police weapons and military formations for all members of the police department and to satisfy department needs by supplying and maintaining department firearms and similar weapons.

Commanding Officer's Responsibilities: The commanding officer of the Ordnance and Drill Unit shall have the following responsibilities:

1. He shall executive general supervision and administrative responsibilities over all personnel assigned to the Ordnance and Drill Unit.
2. He shall maintain all necessary records concerning the distribution and use of department firearms, weapons, and ammunition.
3. He shall supervise research to determine the suitability of various firearms, ammunition and allied equipment before their adoption by the police department.
4. He shall be *ex-officio* Captain of the Police Pistol Teams and thereby responsible for supervising their activities.

5. He shall supervise the maintenance and repair of all department firearms and weapons.
6. He shall supervise the research, preparation, and presentation of all ramifications of instruction regarding department weapons and drill formations.
7. He shall be a member of the Curriculum Committee.
8. He shall be responsible for the proper indoctrination and pre-teaching instruction of all police instructors assigned to the Ordnance and Drill Unit.
9. He shall evaluate police instructors' competence in terms of their ability to perform research, to maintain discipline, to present the subject matter in a manner commensurate with recognized teaching techniques, to construct outlines, booklets, pamphlets and other necessary literature; to construct, administer, and score examinations; and by their ability to perform other assignments lying within the scope of Ordnance and Drill education responsibilities.
10. He shall supervise the training of police personnel in parade, strike, riot formations and any other forms of military movements necessary for the proper performance of police duty.
11. He shall see that all police personnel assigned as students to the Ordnance and Drill Unit shall become thoroughly educated in those subjects which comprise the particular Ordnance or Drill program to which they are assigned. The students' proficiency shall be determined by means of oral, written and performance examinations or by any other recognized testing device which he or the Director of Police Education shall deem accurate and suitable.
12. He shall keep the Director of Police Education properly informed of the progress and conditions of all activities under his jurisdiction.
13. He shall submit reports to the Director of Police Education of the weekly and final progress and proficiency attained by all police personnel assigned to the Ordnance and Drill Unit for education and training.

14. He shall make suggestions to the Director of Police Education regarding any necessary modifications and improvements in existing education plans and procedures.
15. He shall perform such other police duties as shall be assigned to him by his superiors.

Physical Training Unit

Function: The function of the Physical Training Unit is two-fold. First, it is responsible for developing and presenting a physical conditioning course which will aid the police students to develop and maintain the strength, dexterity, agility and muscular coordination necessary to withstand the rigors of police duty. Second, it shall provide special training in techniques of physical self-defense and personal combat to enable police officers to defend themselves while performing their sworn duties.

Commanding Officer's Responsibilities: The commanding officer of the Physical Training Unit shall have the following responsibilities:

1. He shall execute general supervision and administrative responsibilities over all personnel assigned to the Physical Training Unit.
2. He shall supervise the research, preparation and presentation of all ramifications of physical training and conditioning programs.
3. He shall be a member of the Curriculum Committee.
4. He shall be responsible for the proper indoctrination and pre-classroom instruction of all police instructors assigned to the Physical Training Unit.
5. He shall evaluate the police instructors' competence in terms of their ability to perform research, maintain discipline, to present the subject matter in a manner commensurate with recognized teaching techniques and physical education standards, and his ability to perform other assignments lying within the scope of Physical Training and Conditioning programs.
6. He shall see that all police personnel assigned as students to the Physical Training Unit shall actively participate in a

well-rounded program of physical exercises, calisthenics, boxing, judo, competitive sports, and other forms of physical training and conditioning which may be necessary in order to realize the objective of the program. The police students' proficiency shall be determined by their ability to absorb and perform the demonstrated portions of the program or by such other testing device which he or the Director of Police Education shall deem accurate and suitable.

7. He shall keep the Director of Police Education properly informed of the progress and conditions of all activities under his jurisdiction.
8. He shall submit reports to the Director of Police Education concerning the weekly and final progress and proficiency attained by all police personnel assigned to the Physical Training Unit for conditioning and training.
9. He shall make suggestions to the Director of Police Education regarding any necessary modifications and improvements in existing education plans and procedures.
10. He shall perform such other police duties as shall be assigned to him by his superiors.

Special Services Unit

Function: The function of the Special Services Unit is to provide the auxiliary educational and training services that are necessary to ensure a thorough police education program. The principal auxiliary services of most Police Education Sections will consist of a Psychological Testing and Counseling Bureau, an Audio-Visual Bureau, a Publication Bureau and a Police Library.

Psychological Testing and Counseling Bureau: This bureau has the responsibility of administering, scoring and interpreting whatever psychological tests are used by the Police Department. It interviews, counsels and recommends individuals for specialized assignments.

Audio-Visual Aids Bureau: This bureau assists the Police Education Program by helping the instructors in selecting suitable Audio-Visual Aids for their program, by training the instructors in the proper mechanical processes of operating the machines,

by making the ordering, scheduling and using of Audio-Visual Aids a simple matter for the police instructor, and, finally, by maintaining and storing the Audio-Visual equipment.

Publication Bureau: This bureau has the responsibility of assisting instructors in the preparation and duplication of materials, such as course outlines, examinations, booklets, pamphlets, etc. It also prepares film slides, transparencies and overlays for use in the Audio-Visual program.

Police Library: The Police Library should be headed by a person having some training in Library Science.¹⁷ The Police Librarian has these responsibilities:

1. The selection of essential books, periodicals and technical publications which will blend with the Police Education curriculum.
2. The organizing of library materials according to the recognized Librarian Standards.
3. The establishment of a circulation system adequate for Police Education needs.
4. Publicizing the services and contents of the library to the Police Faculty and student body.

Commanding Officer's Responsibilities: The commanding officer of the Special Services Unit shall have the following responsibilities:

1. He shall execute general supervision and administrative responsibility over all personnel assigned to the Special Service Unit.
2. He shall supervise the research, preparation and presentation of all ramifications of the Special Services activities.
3. He shall be a member of the Curriculum Committee.
4. He shall be certain that each member of the Special Service Unit possesses a specific skill, technique or academic qualification before accepting him as a specialist in this unit.

¹⁷ Although there are many well-written texts on Library Science, the following are suggested for primary sources: Lucile Fargo, *Preparation for School Library Work*, Columbia University Press, New York, 1936, p. 190, and Duncan Gray, *Fundamentals of Librarianship*, George Allen & Unwin, Ltd., London, 1949, p. 188.

5. He shall be responsible for the proper indoctrination of all personnel regarding their specific duties in the Special Services Unit.
6. He shall keep the Director of Police Education informed of the progress and conditions of all activities under his jurisdiction.
7. He shall make suggestions to the Director of Police Education regarding any necessary modifications and improvements in existing education plans and procedures.
8. He shall perform such other duties as shall be assigned to him by his superiors.

The Instructors' Pool

Before being accepted as a police instructor, each police officer must demonstrate some particular skill or technique, or possess some specific academic qualification which will be helpful to the Police Education Section. Upon acceptance into the Police Education Section, each police officer must attend and successfully complete a course in teaching techniques and otherwise demonstrate his talents for qualifying as a police instructor.

Each instructor shall qualify himself in some specific area of police education as shall be directed by his Unit commanding officer. This qualification shall be such as will require him to perform necessary research, prepare subject outlines, make interesting and informative presentations, construct, administer and interpret examinations and otherwise distinguish himself in his particular area of specialization. Each instructor should familiarize himself with other aspects of the Police Education Program in order to qualify for teaching assignments in these areas.

All police instructors are members of the Instructors' Pool. They are to be used interchangeably among all facets of the Police Education Program insofar as the Director of Police Education shall consider necessary to ensure the efficient and successful operation of the Police Education Program.

THE CURRICULUM COMMITTEE

It is the responsibility of the Curriculum Committee to determine an appropriate course of study in the various phases of

Police Education.¹⁸ Establishing a curriculum requires continuous scientific study of police services and needs. The decision of what shall comprise a particular Police Curriculum should not be left to the decision of a single individual. It should only be decided after a thorough study of existing needs and requirements indicates low performance ratings in specific areas. These low areas, examined by a competent board, will be the deciding factors in creating the particular course of study to be undertaken.

Curriculum Committee Membership: Membership on the Curriculum Committee shall be restricted to those persons who are familiar with the techniques of police education and to those persons who are close to the daily police operation and thus understand the realistic needs of the police officer in the field.

The Large Police Department and the Curriculum Committee: In the larger police departments, the committee would consist of the following:

1. The Director of Police Education—the committee chairman.
2. A Commanding Officer of the Field—this position would be determined by whether the program involves Traffic, Detective or Patrol duties and responsibilities. In certain situations, it is conceivable that two or even all three of the divisions will be involved and thus represented on the committee at the same time.
3. Unit Commanders of the Police Education Staff—their special knowledge and experience will be helpful in deciding the proper course of education. In turn, all decisions will have a corresponding effect on their particular unit and its responsibilities in preparing a course of training.

The Small Police Department and the Curriculum Committee: In the small police departments, the committee will consist of the following:

1. The Chief of Police—the committee chairman.
2. The Department Education Officer.

¹⁸ The techniques necessary to establish a valid curriculum are explained in Chapter II, ESTABLISHING A POLICE CURRICULUM.

3. A Commanding Office of the Field—this officer will probably represent all aspects of field police duty: traffic, detective and patrol.
4. The City Attorney—he can render legal counsel and participate in the teaching of legal subjects.
5. The School Principal—he can render teaching advice, provide for loaning audio-visual aids, school facilities for classrooms, etc.
6. A Community Leader—for practical advice on committee decisions.

The Curriculum Committee's Function: The purpose of the Curriculum Committee is to see that the subject matter as taught in the Police School fulfills the needs of the police officer in the field. This obligation requires the following steps:

1. The committee shall study the major function of the Police Department and the community it serves:
 - a. Establishing the Curriculum by Job Analysis.
 - b. Establishing the Curriculum by Community Analysis.
2. Compare the findings with the Curriculum as it presently stands to determine what portion of the education program satisfies the needs discovered by the study undertaken in Point 1.
3. Determine what teaching improvements and teaching aids are required to make the existing education program more effective.
4. Compare the findings in Point 1 with the Curriculum as it presently stands to determine what portion of the education program is not satisfying the police department's education needs.
5. Determine what teaching improvements and teaching aids are required to overcome the deficiencies discovered in Point 4.

Through the use of such systematic investigations into the requisite duties and responsibilities, the Curriculum will be developed along lines commensurate with the problems, responsibilities and obligations which the police officer in the field must resolve.

Although Professor Sutherland classifies police officers as external inhibitors of crime, the extent of their success in this venture is contingent to a considerable degree upon the type and duration of their Police Education.

POLICE EDUCATION IN THE SMALL DEPARTMENT

As previously stated, the police chiefs of the smaller departments acknowledge that Police Education is necessary but to many it is also an enigma, a dilemma or a riddle. They are fully aware of its value but have not been able to do much about using it. In some instances, attempts to provide Police Education have been made by sending one or two police officers to a specialized police school in another section of the country with the understanding that they would indoctrinate the other members of the department upon their completion of the course and return from the school. This procedure has definitely failed to solve the problem. In many instances, the officer does not have an understanding of teaching techniques and so his attempts at police teaching accomplish nothing. In other circumstances, the officer makes no effort to share his education with his fellow police officers.

Police agencies must realize the fallacy of educating one police officer while maintaining a department composed of ten to fifty officers untrained in police skills. Acquiring efficient police service from such a staff is comparable to demanding that one carpenter and four apprentices build a ten room frame house. In both instances there will be considerable room for improvement in the finished product.

In attempting to stress individual department responsibility, no discredit is intended to the splendid services rendered to all police agencies by the courses offered at Yale, Harvard, Northwestern, Indiana, Purdue, Michigan State, Western Reserve, Southern California, Louisville and many other colleges and universities throughout the land. Each of these institutions has its hands full within the framework of its specialization and the limits of its enrollment, and cannot be expected to assume the dual role of providing elementary police education to all police agencies while continuing to grow in its own specialized area of police technique.

The lack of police education cannot be attributed solely to the Police Chief. The fault lies heavily with the city administrators in their reluctance to appropriate money and provide facilities to conduct education programs. This point is clearly stated by authorities close to the problem. "The fault lies in the fact that small forces cannot support training facilities of any kind."¹⁹ "A third handicap has been the shortsightedness of legislators and administrators who see only the short-run cost of a training program in terms of cash outlay and the salaries of students and who are unable to appreciate the long-run advantages to the public in terms of greater effectiveness of police service."²⁰ Professor MacNamara explains the issue by stating: "It is quite clear that small police forces cannot support adequate training facilities of their own nor does their manpower situation permit them to send men to such police training programs as are available to them. Remember that the average police manpower in the five-sixths of American cities and towns with fewer than 25,000 population is only eight men per department."²¹

Police departments can no longer function with one skilled police technician and fourteen apprentices. With the continual migration of the city populace to the smaller communities in search of suitable housing and of industry in search of industrial sites, many small communities are rapidly losing the simple and passive existence which they enjoyed for many years and will soon be confronted with many and varied police problems. Thus, the time has come when all police officers must be educated, at least, in the general course of police education. When the mountain would not go to Mohammed, it became necessary for Mohammed to go to the mountain. The same adage applies to Police Education: it must reach every officer, it must be carried into all police departments, large and small.

¹⁹ Bruce Smith, *op. cit.*, p. 296.

²⁰ MUNICIPAL POLICE ADMINISTRATION, *op. cit.*, p. 143.

²¹ Donal E. MacNamara: *Value of Technical Police Training in the Prevention of Crime and Delinquency*, THE JOURNAL OF CRIMINAL LAW, CRIMINOLOGY, AND POLICE SCIENCE, Northwestern University, Chicago, Vol. 42, No. 2, July-August, 1951, p. 266.

The Mutual Education Plan

The initial step requires a meeting of the mayors and police chiefs of the interested communities. At this time, certain preliminary details can be resolved and a Curriculum Committee can be organized. The Committee should consist of the Police Chief and an appointed Education Officer from each department, a lawyer, an educator and a police education expert. The non-police members are selected by the police staff at a preliminary meeting. The police chief members should select one of their number to be the presiding officer of the Committee.

Because the smaller departments are the ones most in need of police education and at the same time are the least able to provide it, the solution must lie in a plan of mutual help. The Theory of Mutual Help suggests combining the manpower, talents, facilities and financial resources of several police agencies for purposes of mutual assistance and improvement. The Theory of Mutual Help does not suggest the abolishing of smaller departments or the combining of several departments into a single large department; it does suggest the cooperation and assistance among adjacent police departments to establish a single yet mutually controlled Police Education Unit.

Problems of the Curriculum Committee: As a preliminary measure, the Curriculum Committee will be required to resolve four problems: The Curriculum, the Instructors, the Time and Place of the Program and the Cost of the Program.

The Curriculum: If a Police Education Program has been lacking for several years, the committee's attitude may reflect the idea of "start anywhere as long as everything needs improvement." This approach is absurd and has no place in the framework of sound and constructive thinking which must be the core of the committee's actions. As the first step, each Education Officer should be assigned to observe, inquire into and examine the operation of his police department to uncover the areas most in need of education and training. If the Education Officer follows the procedure as developed in Chapter II, he will obtain a thorough and complete analysis of the strengths and weaknesses of his department. The findings are reported to the full committee. The

committee will analyse the findings and decide upon a course of study which will ensure rapid improvement in the police operation of all member departments.

The Instructors: The second problem which must be resolved by the Curriculum Committee concerns the question of police teachers. Can instructors be provided by member departments or will it be necessary to utilize outside experts? It is possible that some officers of the member departments can serve as instructors but for the most part instructors will have to be brought in from outside sources.

1) Local Instructors: Police officers of the member departments who have attended specialized courses such as those offered at the Federal Bureau of Investigation's National Academy, Northwestern University Traffic Institute, the Louisville Police Institute, etc., may be groomed for teaching positions. However, this will take time as they must be moved into the teaching plan in a gradual manner. The education member of the Curriculum Committee should provide special instructions in the Principles of Teaching for these officers and supervise their activities similar to the college course of Practice Teaching. Supervision in the classroom should always be unobtrusive. These officers will eventually be in a position to assume the teaching of many of the courses which must be delegated to outside police educators at the outset of the program.

2) Guest Instructors: At the outset of the program, it is quite likely that the Mutual Plan will be dependent upon instructors obtained from outside the scope of its membership. Sources which will be happy to cooperate include the following:

- a) *The Federal Bureau of Investigation:* The Federal Bureau of Investigation has been a real trail-blazer in efforts to expedite police education. For many years it provided the only training on both the elementary and specialized levels available to the small police departments. It is a foregone conclusion that this exemplary policy will not change at any future time.
- b) *Other Police Departments:* In many sections of the country, the small police departments model their procedure

and regulations on the operational policies of the state police, county police and/or the nearby large city departments. It is only natural that the small town should turn to them for help when undertaking a Police Education Program. The Police Academy instructors, Crime Laboratory staff and other technicians can be of considerable aid to the Education Program established under the Mutual Plan.

- c) *Recognized Police Experts.* At times, recognized experts in criminal investigation, interrogation, traffic, scientific crime detection and other areas are available as visiting lecturers. The primary problem involving these people is being able to adjust the Police program to meet their arduous schedule. However, this can be resolved very easily if the idea is discussed at the initial planning stage.
- d) *Colleges and Universities:* In addition to the police science experts, professors from nearby colleges and universities can be called upon to assist in the program. Courses in Report Writing, Federal and Local Government, Juvenile Delinquency, Police Psychology, Physical Conditioning, Self-Defense, Public Relations can be conducted very effectively on a police level by the college professor.
- e) *Private Industry:* It is quite possible that teaching help may be obtained from private industry located right in the community where the police program is taking place. In what capacity the Industrial Plant may serve will depend upon the type of program being planned and upon the facilities of the plant. A plant's chief security officer, who may be a graduate of the Industrial Security School, Michigan State University or a former Federal Bureau of Investigation agent, would be of considerable assistance. Similarly, the industrial chemist, personnel officer and traffic safety officer may have particular talents which would be helpful to the Police Education program. Oftentimes, we uncover help where we least expect it.

The advantages and disadvantages often raised regarding guest lecturers are shown in Figure 6.

FIGURE 6
ITINERANT INSTRUCTOR²²

<i>Advantages</i>	<i>Disadvantages</i>
1. Meets need of small community	1. Expensive
2. Easier to secure more complete instruction	2. Turn-over of instructors
3. Opportunity for growth of instructor	3. Competent men may dislike to travel
4. Can supplement local equipment	4. Lack of specialized knowledge—may be overcome by itinerant squad
5. Ease of developing standard materials	5. Lack of opportunity to follow up in local community
6. Ease of supervision	6. Difficult to organize local financial support
7. Ease of coordination	7. May destroy local responsibility for training
8. Instructor may have higher prestige	
9. Brings in outside ideas	

The Time and Place: It is not possible to present a formula which can definitely regulate the time and place of the Police Education Program under the Mutual Plan as conditions are subject to influences of local variables and so must be resolved on an individual basis. However, a few general suggestions can be offered.

1) The Place: When considering a suitable location in which to conduct the program, two points will merit considerable study.

a) *The facility's adaptability and suitability as a conducive educational aid.* As a rule, police station squad rooms do not make good classrooms. If station facilities must be used, adjoining small rooms or basement quarters may be better. "The best situation is probably to be found where a room, equipped with a large table and comfortable chairs of considerable size is made available for the work. The instructor or group leader should have a blackboard at his disposal, and, if possible, the room should be reasonably quiet and free from interruption."²³ Oftentimes, with only a slight amount of improvising, a courtroom or city council chambers can be converted into classrooms. If the program can be taken out of the station, ideal facilities are available at the local high school or college.

²² EMPLOYEE TRAINING IN THE PUBLIC SERVICE, Civil Service Assembly of the United States & Canada, 2nd Printing 1948, Chicago, p. 30.

²³ Office of Education, *op. cit.*, p. 21.

- b) *The convenience and accessibility that the facility provides for all persons participating in the program.* The Curriculum Committee should decide whether it is better to conduct classes in the most centrally located city or in the participating city having the largest population. An extremely important factor revolves around the question of whether the program shall be full or part time. If it is a full time program, living quarters for instructors and students must be available. Thus, it would be better to select the large city. On the other hand, if it is a part day program, time, distance and ease of commuting are paramount considerations. In this case, it would be better to select the city most centrally located.

2) The Time: The police education program can be offered in either of two ways: A Concentrated Program or a Part Day Program.

- a) *The Concentrated Program:* The instruction program consists of a six hour class day, five days a week until all subject matter has been taught. The students, proportionately representing all member departments, are relieved of all active police duty and attend school on a full time basis. Generally, the officers will be required to live in the "school city" for the duration of the program. This program allows for intensive instruction and corresponding student concentration, as well as for a more detailed and elaborate program of education.

- b) *The Part-Day Program:* The instruction program consists of a two hour session given twice each class day. Class sessions can be given on a once, twice or five times a week basis and so is highly adjustable to meet with department needs. A hypothetical class session is set out below:

<i>Subject</i>	<i>1st Session</i>	<i>Recess</i>	<i>2nd Session</i>
Criminal Investigation re: Burglary	1:30—2:20	3:20 until 4:45	4:45—5:35
Records & Reports re: Burglary Inv.	2:30—3:20		5:45—6:35

The 1st Session is attended by all police officers working the 4 to midnight shift. The 2nd Session is attended by all police

officers working the 8-4 shift. Police officers working the mid-night to 8 shift may attend whichever session they desire. The Recess Period, which can be extended if necessary, allows sufficient time for officers attending the 1st Session to travel to their respective departments and relieve the 8-4 shift personnel. These officers travel to the city where the police school is located and attend the 2nd Session. Class time and travel time are accumulative and are paid back hour for hour in extra days off.

The Part-Day Program has these advantages: the entire enrollment, all officers of all member police agencies, are instructed in the same topic on the same day. This will be very helpful when new forms or procedures are adopted. This Plan does not weaken the active working strength of any member police agency because all police officers attend class on their own time. It reduces the number of trips a guest lecturer has to make. This, in turn, correspondingly reduces the cost of the total program and makes it easier to obtain outstanding police experts as it puts less burden on their time.

Cost of the Program: Even the simplest of education programs will entail some expense. However, with proper planning, the cost of most self-conducted programs will rarely be prohibitive. Certain items such as the travel expenses of guest lecturers, books and supplies for the police library, purchase of duplicating equipment and other items, will be the highest at the outset of the program. These costs will be reduced as the program continues. The total cost of the program should be underwritten by each city on a prorata basis.

CHAPTER RECAPITULATION

Police progress has suffered greatly because of the police leader's failure to recognize and resolve his problem of Police Education. Progress must culminate from within—for too long a period, the police have relied upon agencies outside their sphere to provide the education of their own personnel. The social-technological conditions of the twenties and thirties compelled police departments to do something about their lack of knowledge in their job duties. Cooperative efforts among police, educators and civic

minded persons did much to advance scientific police operations. Gradually, the large city departments have achieved considerable recognition for their ability to provide sound police education programs. However, the small departments have been seriously hampered because of their lack of money, talent and resources. When police departments are too small to maintain a Central Police Education Unit, they may find the solution by joining with adjacent departments to form a cooperative Education Unit.

Although Police Education cannot resolve all the administrative and field problems confronting the police departments throughout the nation, if every police officer who has a sincere desire to improve himself is given an opportunity to become educated in his job duties and responsibilities, we shall all advance in wisdom and understanding toward the common goal of Professional status.

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Each excellent thing, once well learned, serves as a measure for all other knowledge.

SIR P. SIDNEY

II



Fig. 7

Establishing a Police Curriculum

THE development of a stable curriculum merits an essential position in the over-all structure of any efficient and intelligent Police Education program. Curriculum planning is regarded as a systematized analysis and development of a course of study established in terms of definite and necessary objectives. It is necessary for the Police Educator to realize that considered in its widest meaning the term Curriculum has come to represent all means of teaching and all types of subject matter used to provide opportunity for learning experiences which will culminate in the attainment of the established and necessary goals. "Curriculum becomes the instrumentality by which the schools seek to translate our hopes of education into concrete reality."¹ A more specific definition is expressed by Puckett: "Curriculum is the selection, or organization, and administration of a body of subject matter designed to lead the pupil on to some definite life objective."² To some the idea of "some definite life objective" may seem too strong, but when we consider Police Duty as a lifetime career, the definition becomes quite *apropos*. Thus, the term Cur-

¹ Edward Krug: CURRICULUM PLANNING, Harper & Brothers, New York, 1957, p. 1.

² Rowsell Puckett: MAKING A HIGH SCHOOL SCHEDULE OF RECITATIONS, Longmans, Green & Company, New York, 1931, p. 6.

riculum as applied to Police Education comprises a series of items called the Subject Matter which the police student must experience and master in order to perform in a manner commensurate with his duties and responsibilities.

To accurately and clearly attain the proper goals of a Police Education Program, the curriculum must be student centered rather than merely subject stressed. Particularly on the primary or Recruit level, the Police School must prepare beyond the essentials of "some definite life objective" in order to ensure that the police student will be able to perform and rationalize as a professionally educated individual rather than an automaton or the recipient of sundry tidbits of disassociated memorized data. A police officer, like today's soldier, must be a self-sustaining entity. He must have an alert mind and a vast reservoir of knowledge in order to be able to know when and how to perform his duties. To be fully capable, the police student must be educated in terms of the total man. The officer must know much more than the contents of the Criminal Code and when a "criminal offense has in fact been committed";³ he must know his position in the total framework of society, the rights as well as the obligations of the citizenry, and the dignity of man.

STATEMENT OF PHILOSOPHY

The relationship which must exist among the numerous courses of study comprising a Police Curriculum must be compatible in order to assure the development of a consistent program. In situations where the compatibility is missing, the goals of the total program are quickly diffused or misplaced. Consequently, the initial step in curriculum construction is to define the specific goals of a Police Education Program. This is known as the Statement of Philosophy. It serves as a constant or guide by preventing the responsible persons, i.e., Police Educators, Curriculum Committee members, etc., from diverging from the objectives of the Education Program and by ensuring that each course in the total program is geared to the same purpose.

³ *Arrests Without Warrant*, SMITH-HURD ILLINOIS ANNOTATED STATUTES, Chapter 38, 657, Permanent Edition, West Publishing Co., St. Paul, Minn., 1935, p. 116.

A STATEMENT OF PHILOSOPHY
FOR A
POLICE EDUCATION PROGRAM

Within the framework of our democratic society, the most fundamental tenets are the respect for human dignity and the safeguarding of God-given rights. As the elementary and primary function of all democratic governmental organizations must be solemnly dedicated, directed, and maintained toward the continual safeguarding of these sacred rights, it becomes the profound responsibility of Police Educators to see that the ideals of American free society are properly ingrained into all phases of Police Education and Study.

In carrying out their responsibilities, Police Educators must recognize and incorporate all phases of life—the social, ethical, civic, legal, and humane—into their academic and physical courses in order to develop police personnel who will maintain a competent and efficient position in the community that they serve.

It is the responsibility of the Police Educator to develop within all police personnel a profound respect for the dignity of all citizens, regardless of racial, religious, or national background.

The Police Educator must influence all police personnel with the need and desire for continuous education. These officers must be sufficiently motivated to keep abreast of the progress in the allied fields of law, sociology, science, and technology insofar as they affect and influence the law enforcement profession.

Finally, the Police Educator must develop a spirit and understanding in all police personnel that will cause them to contribute to the continuous improvement of the American way of life.

In order to appropriately fulfill these objectives, the Police Curriculum must be so composed that the police student through diligent application and serious study will readily realize his duties, will be profound in his knowledge, and conscientious in his desire to carry out the responsibilities of his profession.

THE POLICE EDUCATOR'S RESPONSIBILITIES

The Police Educator is faced with a tremendous diversification of problems when he undertakes the responsibility of deciding what items shall comprise a suitable course of study for a particular type of Police Education. He must strike the appropriate balance between the objectives and principles of the Police Edu-

cation Section as the basic unit of police development and the police department in toto as the ultimate medium for rendering police service. He must establish a system of accurate and ready communication between the subject matter as taught in the police school and the manner in which it fits into the complex structure of the police department. He must be able to provide incentives to ensure adequate teacher participation in the Education program. He must be able to reconcile the coverage of the subject matter with the time allotted for the Education program. Finally, he inherits the responsibility of convincing his superiors and associates of the need for modification and change in the prevailing teaching principles and objectives in order to improve the department's police education and services.

CURRICULUM AND SUBJECT MATTER

It is believed by many leading Curriculum Specialists that: "No other point has been an issue of so much dispute in educational theory as the treatment which should be accorded subject matter in structional organization."⁴ However, in approaching the problem of selecting appropriate subject matter, the Police Educator should constantly correlate the subject matter suggested with the ideals of the Police Education Philosophy. In order to organize a sound curriculum, the Police Educator should have a fundamental understanding of the nature, function, and use of the term: Subject Matter.

The Nature of Subject Matter: The term Subject Matter in its pure educational concept is defined by Dewey as consisting: "... of the facts observed, recalled, read, and talked about, and the ideas suggested in a course of a development of a situation having a purpose."⁵ In transposing this definition into terms of the Police Education Program, Subject Matter will comprise a body of materials, facts, information, and generalizations which constitute the total knowledge available on a particular police

⁴Hollis Caswell & Doak Campbell, CURRICULUM DEVELOPMENT, American Book Company, New York, 1935, p. 248.

⁵John Dewey, DEMOCRACY & EDUCATION, Macmillan Company, New York, 1916, p. 212.

theme. In turn, the sum total of various Subject Matters will comprise the particular Curriculum.

The Source of Subject Matter: By considering the term "Police Subject Matter" in a projected point of view, we quickly realize that a considerable degree of subject matter has developed as the outgrowth of satisfactory police solutions to community problems and modes of activity compelled by public need. Consequently, it is common to find subjects explaining police procedure and department rules and regulations in almost all Police Curricula. Over the span of many years, the general demands made on law enforcement agencies have continued to grow more perplexing and complicated; the regulation of judicial procedure has become more exacting, the influence of community groups has become more forceful, and the mode of daily living more involved: all of these factors, in turn, have influenced police duty and brought about the necessity for more and more police education.

As a result of these factors and conditions, the Police Educator has been compelled to do two things:

1. *He has had to change the existing Subject Matter into specific areas of specialization.* Where formerly a single course, such as Criminal Investigation, was sufficient to train police officers in their investigative duties, it is now necessary to treat such general police duties in more specialized ways, viz., Arson Investigation, Burglary Investigation, Homicide Investigation, Robbery Investigation, Hit and Run Investigation, etc.
2. *He has had to incorporate new Subject Matter into the Curriculum in order to meet the needs of modifications in community life.* It is now common to find such specialized courses as: Grand Jury Procedure, Principles of Surveillance, Problems of Juvenile Delinquency, Human Relations, Election Duties forming an essential part of the Police Curriculum.

The Basis for Selecting Appropriate Subject Matter: The task of selecting the appropriate Subject Matter to constitute a particular curriculum is indeed a very difficult one. From the preceding discussion regarding the *Nature of Subject Matter*, it should be clear that the total data available on any particular

topic is quite vast, and, we might add, in some instances practically inexhaustible. As it is quite obvious that the Police Educator cannot possibly include all aspects of a particular topic, he is confronted with the problem of deciding what subjects are to be included and what portion of each subject will best prepare the police officer for his job and as such merit an essential position in the particular Police Curriculum being formulated.

To solve this problem, the Police Educator is compelled to employ some method or methods by which he will be able to present an accurate appraisal of the specific job for which the personnel will be educated. It is only in this manner that the job duties can be fully understood and that it can be determined what subjects should be taught and how much time should be allotted for each selected subject.

It is difficult to conceive of a successful training program in the absence of detailed information relating to the various jobs in the establishment. Positions must be classified, indexed, defined, evaluated, and related if a systematic program of employee training is to be maintained. Men cannot be prepared intelligently unless the nature, duties, and responsibilities of the jobs for which they are being trained are definitely described. The content of the training curriculum, length of training period, and selection of candidates for training are alike dependent upon an adequate study of jobs.⁶

To construct an Education Program based on mere conjecture, whim, or guess is pure folly and smacks of antiquity. In the past, it was not an unheard-of practice for police leaders to formulate a program premised on custom, imagination, or tradition. In some situations, courses were established on the basis of what other police departments were teaching. Undoubtedly some correlation will be found in such a plan, but the findings will not always be consistent with local needs and will not completely or validly prove that such a course is a necessary and essential one. Therefore, from the standpoint of efficient administrative policy, a more accurate and intelligent method must be employed.

⁶Gordon S. Watkins and Paul A. Dodd, *THE MANAGEMENT OF LABOR RELATIONS*, McGraw-Hill Book Company, Inc., New York, 1938, pp. 127-128.

Because the development of a meaningful and worthwhile Police Curriculum is contingent not only upon police duty but also on present and future community needs—many of which may not be presently satisfied by police service—two steps are essential to soundly formulate the Curriculum. These steps are:

1. *A thorough study of the prevailing job performances and duty responsibilities of those police positions for which men are being selected or are to be educated.* Among the most fundamental methods of determining appropriate subject matter is to make a detailed analysis of the duty and responsibility of a particular job. It is extremely necessary to perform the analysis with the utmost care and exactness in order to completely uncover what duties and responsibilities go with the proper performance of the job. This type of study also can be used to establish employment pre-requisites. "An analysis which breaks down the job into detailed activities makes it possible to determine what skills and knowledge the employee must possess in order to handle each activity with maximum effectiveness."⁷
2. *A thorough study of those factors which condition and necessitate police service.* This would require a study of the community, the police department, and even the personnel who are entering the police organization. Unless a thorough and careful investigation is made of all these factors, there is the serious likelihood of allotting time in the program to some inconsequential or immaterial topic or of omitting an essential subject from the curriculum.

DETERMINING SUBJECT MATTER BY JOB ANALYSIS⁸

Whether or not the existing course of rudimentary study is adequate and proper to educate and prepare individuals for a career in law enforcement can best be established by a thorough

⁷ EMPLOYEE TRAINING IN THE PUBLIC SERVICE, Civil Service Assembly of the United States & Canada, 2nd Printing, 1948, Chicago, p. 51.

⁸ For an extensive treatment of Job Analysis concerning Police Duties see Office of Education, *Chapter V, Job Analysis of Police Service*, TRAINING FOR THE POLICE SERVICE, U. S. Department of the Interior, Vocational Division Bulletin No. 197, Washington, D. C., 1938, pp. 53-80.

examination of the employment position the individuals are preparing to assume. This approach is known as *Validation by Job Analysis*.⁹ Such a program of gathering information regarding specific jobs¹⁰ is the primary method used by government¹¹ and industry alike in order to establish and maintain an economical, efficient, and orderly operation. The findings of a Job Analysis can be used for a multitude of things. Recruitment, counseling, employment placement, curriculum construction, promotion, safety and health factors, and defining limits of authority are some of the more frequent uses of the Job Analysis findings.

Although each of these analysis objectives is essential in the total employment pattern, as Police Educators we are primarily and vitally interested in Job Analysis as a tool in the following capacities:

1. *As an Aid to Better Recruitment.* The Job Analysis is an ideal means of scientifically determining what qualities should be sought in prospective employees. It is a valuable tool for placing

⁹ The reader should not consider Job Analysis as being synonymous to a Job Evaluation Study. Actually the Job Analysis is but one portion of Job Evaluation. The purpose of the Job Analysis is to understand the duties and responsibilities of a particular job. The Job Evaluation Study incorporates the analysis and uses the findings to compare one job with another to discover its relative difficulty, complexity, and responsibility. The job is then classified and its rank in the total employment structure is made.

¹⁰ Otis and Leukart define a Job as: "a group of positions, group of tasks, which are somewhat similar in nature and worker requirements, and which are performed by a number of workers who customarily change about from one position to another." Jay L. Otis and Richard H. Leukart, *JOB EVALUATION*, Prentice-Hall, Inc., New York, 1948, p. 7.

The Department of Labor defines a Job as: "a group of positions which are identical with respect to their major or significant tasks." Department of Labor, *JOB ANALYSIS TRAINING REFERENCE MANUAL*, Superintendent of Documents, Washington, 25, D. C., p. 7.

Whereas Position is defined as: "a group of current duties and responsibilities assigned or delegated by competent authority, requiring full-time or part-time employment of one person." *POSITION-CLASSIFICATION IN THE PUBLIC SERVICE*, Civil Service Assembly of the United States & Canada, Chicago, 1942, p. 36.

¹¹ It seems that government personnel administrators prefer the term "Position-Classification" rather than "Job Evaluation Study," see *POSITION CLASSIFICATION IN THE PUBLIC SERVICE*, Civil Service Assembly of the United States and Canada, Chicago, and *MUNICIPAL PERSONNEL ADMINISTRATION*, The International City Managers' Association, 3rd Edition, Chicago, 1942.

the right man in the right job. Without the advance data supplied by the Job Analysis, the factors of employment standards, testing, interviewing, and character investigations are left primarily to chance! This point is further stressed in the following statement by Ismar Baruch:

It is equally easy to see that work done and the standards of qualifications necessary to do that work are logically related. In determining what qualifications are necessary in a given position, the work of that position must first be examined, from analysis of the duties and responsibilities involved or other evidence certain inferences or conclusions may then be drawn as to what combinations of education, experience, knowledge, and ability are required to carry them out efficiently. Obviously, equal work requires equivalent qualifications. The more difficult or more responsible work requires more extensive or exacting qualifications; and the simpler work requires simpler or less exacting qualifications. Thus, the qualification standards of a position should be based upon the character, difficulty, and responsibility of the work involved in that position.¹²

2. *As an Aid to Better Curriculum Construction.* A successful education program is strongly premised on sound objectives and goals. These goals, at least in part, must be established through advance, detailed information concerning each specific job. Individuals cannot be properly educated for a specific assignment unless the duties and responsibilities of the assignment are known. Consequently, Job Analysis plays an important part in determining both the curriculum content and the curriculum duration.

It is quite obvious that unless a careful analysis is made of particular police assignments before undertaking any type of primary or In-Service Police Education programs, the Police Educator or the Curriculum Committee are apt to overlook essential Subject Matter while at the same time stressing inconsequential or antiquated materials. It must be recognized as an essential part of effective Curriculum Construction to undertake a comprehensive and thorough study of position duties and responsibilities before undertaking any program of Police Education. The results

¹² POSITION CLASSIFICATION IN THE PUBLIC SERVICE, *op. cit.*, p. 34.

of the Job Analysis will not only reveal the basic course of study needed but it will serve as a blueprint for the step-by-step construction of the program in toto.

What is a Job Analysis: "Job Analysis is defined as the process of determining, by observation and study, and reporting pertinent information relating to the nature of a specific job."¹³ Tead and Metcalf define a Job Analysis as "A scientific study and a statement of all the facts about a job which reveal its contents and the modifying factors which surround it."¹⁴ The duties which the employee performs plus the skill and knowledge which he must possess in order to properly perform these duties are the characteristics which differentiate one job from another.

The Job Analysis Questionnaire: In order to obtain a complete and accurate study of a particular job, the analyst, who may or may not be a member of the Curriculum Committee, should develop his study in such a manner as to satisfactorily comply with the following criteria:

1. Be certain that the job is accurately and completely defined.
2. Be certain that the duties and the responsibilities which comprise the job are accurately and completely explained.
3. Be certain that the skills, knowledge, and abilities which an individual must possess in order to properly perform this job are accurately and completely defined.

In order to ensure accuracy, completeness, and thoroughness in making the analysis, the officer should employ a suitable Job Analysis Work Sheet. Perusal of the suggested "Job Analysis Questionnaire" in Figure 8 will show the proper formulation of a suitable work sheet which can be satisfactorily employed to make a Police Position Analysis. Although there is some variance in forms used in both government and industrial studies, the following specifications constitute the core of most Job Analysis forms:

¹³ Department of Labor, *op. cit.*, p. 1.

¹⁴ Ordway Tead and Henry Metcalf, *PERSONNEL ADMINISTRATION*, McGraw-Hill Book Company, New York, 1933, p. 250.

1. *The Class Title*: A definite title or name applied to the class¹⁵ and to all positions of the class, which shall be as descriptive as possible of the duties and responsibilities involved in the class.
2. *The Statement of Duties and Responsibilities*: A general overall description of the work, i.e., the preponderant duties and responsibilities encompassed in the sum total of all positions that fall in the class described.
3. *The Statement of Examples of Work Performed*: Specific illustrations of the duties performed and responsibilities exercised in typical individual positions embraced in the class.
4. *The Statement of Minimum Qualifications*: A presentation of the basic education, experience, knowledge, ability or skill, and personal attributes required for functioning in the position in the class.¹⁶

Using the Job Analysis Questionnaire: By proper use of the Job Analysis Questionnaire, the Police Educator or members of the Curriculum Committee can thoroughly and accurately appraise the various police positions in the department. Once the analysis has been completed, the findings can be compared with the department's curriculum for the particular job class studied. By making this comparison, it can be determined whether or not the prevailing curriculum has been properly developed and is fulfilling adequately the department's needs for educating individuals entering that job class.

On the basis of the Principles of Job Analysis explained above, an analysis was made of the duties and responsibilities of a patrolman assigned to general patrol duty in a representative but hypothetical Chicago police district. The findings of this study are set out in Figure 9. In developing this analysis, it was essential to scrupulously avoid incorporating any police function which

¹⁵ Class is defined as: "A group of positions sufficiently similar with respect to duties and responsibilities that the same descriptive title may be used to designate each position allocated to the class, that the same entrance qualifications may be required of incumbents of positions in the class, that the same tests of fitness may be used to choose qualified employees, and that the same schedule of pay may be made to apply with equity under the same or substantially the same working conditions." MUNICIPAL PERSONNEL ADMINISTRATION, *op. cit.*, p. 54.

¹⁶ POSITION CLASSIFICATION IN THE PUBLIC SERVICE, *op. cit.*, p. 250.

FIGURE 8

JOB ANALYSIS QUESTIONNAIRE
FOR
POLICE PERSONNEL

I. JOB TITLE:	DIVISION:
CLASSIFICATION TITLE:	UNIT:
SALARY (per month):	NUMBER OF POSITIONS:

II. DISTINGUISHING FEATURES OF WORK:

In this section, the analyst should explain the particular characteristics which comprise the particular job.

III. EXAMPLES OF WORK:

In this section, the analyst should show the particular performance of the characteristics by citing examples of duties performed by the worker.

Figure 8 (Continued)

JOB ANALYSIS QUESTIONNAIRE FOR POLICE PERSONNEL

IV. SPECIAL FACTORS INVOLVED:

The analyst should make a thorough explanation of each Special Factor in so far as it may apply to each particular job. A limited degree of suggestions has been offered after each Special Factor but the analyst should not interpret these suggestions as being exhaustive.

1. Responsibility:

Consider the performer's responsibility for supervision of other members of the department, for specific groups of individuals, for establishing department policy, for maintaining records, for the safety of others, for public contact and public instruction.

2. Mental Application:

Consider the amount and degree of initiative, adaptability, intelligence, formal education.

3. Special Skills:

Consider what specialized training in both years and kind is needed, special license or permits needed, amount of training a new employee would need in order to perform this job satisfactorily, what special work techniques or skills are needed.

4. Physical Demands:

What types of physical activity are most often used in performing this job, what type of physical activity causes considerable strain in performing the job? Consider such activities as running, walking, climbing, standing, crawling, sitting, reaching, lifting, fighting, carrying, handling, talking, hearing, observing, and work speed.

5. Working Conditions:

Consider the job in terms of inside vs. outside work, working alone or working with others, exposure to disease, physical injury, mechanical hazards, noise, ventilation, odors, etc.

6. Equipment, Materials, Supplies:

What department equipment is worker required to use in order to perform this job, what equipment must he supply himself.

7. General Comments:

ANALYST: _____ POLICE DEPT. REVIEWER: _____

tends toward specialization even though it is performed in a police district. This category includes such assignments as: detective, juvenile officer, district secretary, stolen automobile detectives, etc. Each of these is a particular job which requires special knowledge and skill in order to be performed satisfactorily and must be developed in its own analysis.

Results of the Job Analysis: By carefully examining the job description of the Patrolman cited in Figure 9, it is found that his duties and responsibilities can be divided into fifteen specific categories.¹⁷ The categories are enumerated below together with the particular subjects which must be taught to educate Police Recruits in the duties and responsibilities which they will be required to undertake as Patrolmen. This data together with the factors explained in *Determining Subject Matter by Community Analysis* will form the basis upon which a valid Police Recruit Curriculum can be created.

- I. *Patrols Assigned Post:* In order to properly execute his job duties and responsibilities, a police officer assigned to post duty should be educated in the following subjects:
 - A. Care and Operation of Department Equipment
 - B. Care and Operation of Department Vehicles
 - C. City Ordinances
 - D. Department Rules and Regulations
 - E. Discipline and Deportment
 - F. Elements of Patrol
 - G. Human Relations
 - H. Principles of Surveillance
 - I. Public Relations
 - J. Special Orders
 - K. State Legal Code
- II. *Advises, Directs and Informs Citizens:* In order for a police officer to assist and inform distressed, lost, or uninformed citizens, he should be instructed in the following subjects:
 - A. City Information
 - B. Department Procedure in Handling Lost Children

¹⁷ For other studies of this problem see: Office of Education, TRAINING FOR THE POLICE SERVICE; and R. L. Soule, MAIN RESPONSIBILITIES AND ACTIVITIES OF POLICE OFFICERS, Southern Police Institute, Louisville, Kentucky, 1955. a mimeograph.

FIGURE 9

**JOB ANALYSIS QUESTIONNAIRE
FOR
POLICE PERSONNEL**

I. JOB TITLE: Patrolman	DIVISION: 7th
CLASSIFICATION TITLE: Postman Patrolman Foot-Veh.	UNIT: 42nd District
SALARY: (per month): \$105.00	NUMBER OF POSITIONS: 78

II. DISTINGUISHING FEATURES OF WORK: Preserves and maintains public peace and welfare, protects public and private property by patrolling assigned post, directs and gives information to general public, responds to calls for immediate police action, enforces laws and ordinances, makes arrests and searches. Interrogates and questions victims, complainants, witnesses, and perpetrators. Makes necessary reports and records for processing of crimes and criminals, safeguards property of victim and prisoners; preserves and safeguards evidence, testifies in court, regulates traffic, cooperates with other police units and other departments, operates and cares for department equipment, performs miscellaneous duties and services, maintains a professional and dignified demeanor.

III. EXAMPLES OF WORK: Reports for duty at time and place specified, attends roll call where he receives general and specific orders, instructions, and assignments; is inspected for cleanliness completeness of uniform, equipment, and self. Patrols on foot or in department vehicle in an alert, efficient, intelligent, and observing manner the commercial, industrial, and residential premises, streets, alleys within his assigned post while directing particular attention to known trouble spots, trouble-makers, vacant property and other places where crimes are more apt to occur. Gives information and directions to visitors regarding local places of interest, public buildings, and routes of travel; advises citizens in matters of crime prevention, seasonal laws, and accident prevention. Responds to calls necessitating police action or assistance such as accidents, fires, and major catastrophies, performs necessary police action at such areas. Makes investigations and satisfies citizens' complaints. Enforces laws and ordinances by inspecting places of business, suppressing nuisances, dispersing crowds, investigating suspicious persons, places and things, gives warnings and issues summonses when necessary. Makes actual physical arrests and searches. Assists in transporting and booking of prisoners. Questions victims, complainants, witnesses, and perpetrators. Makes necessary reports and messages regarding the offense and the persons involved. Inventories and safeguards lost, stolen, and recovered property belonging to victims and prisoners. Safeguards crime scene until properly relieved and insures the continuity of Chain of Evidence rule in any crime to which he is assigned. Assists other police personnel, states attorney and others in the preparation of court cases, testifies in court in a dignified and professional manner, regulates traffic flow both vehicular and pedestrian, enforces parking regulations, conducts preliminary traffic accident investigations. Aids and cooperates with specialized police units in apprehending and processing criminal violators, assisting other city bureaus, such as: fire, school, health, building inspection, and license division in performing necessary services to the citizens. Uses department equipment with proper care and prudence, drives department vehicles with proper care and respect for traffic regulations, uses firearms and other department equipment in conformance with Police Department regulations, city ordinances, and state laws. Must be prepared to carry out and perform miscellaneous police duties which may be assigned from time to time, such as: special details at strikes, fires, public assemblies, conventions, etc., or performing specialized duties such as: lockup keeper, or warrant clerk. Must maintain a dignified and professional attitude by keeping uniform, equipment and self in good appearance and fitness, by performing assigned duties as courteously and efficiently as possible and by constantly striving to improve himself by education and physical training.

Figure 9 (Continued)

JOB ANALYSIS QUESTIONNAIRE FOR POLICE PERSONNEL

IV. SPECIAL FACTORS INVOLVED:

1. **Responsibility:** Is responsible for preservation of life, property, good order; and the prevention of crime on his assigned post. Carelessness and inattentiveness will result in crime and anti-social behavior in assigned post. From time to time, has high degree of responsibility for safety of children at school crossings and for private property at special details. Is responsible for safe keeping of lost, stolen, and recovered property coming to his attention as well as protection of evidence and crime scenes. Carelessness and laxity in duty alertness could result in perpetrator avoiding punishment. Is responsible for department equipment assigned to him.
2. **Mental Application:** Position requires a high degree of mental alertness, strong powers of observation and retentive ability, the ability to take the initiative, has broad general police knowledge, ability to handle all investigative matters and compose sound reports regarding investigations and duties, requires ability to adopt standard policing procedure to meet emergencies and unique job experiences. Requires a high school education in addition to a sound course of indoctrination education.
3. **Special Skills:** Position requires a high amount of skill in the use of department firearms and other deadly weapons necessary in law enforcement; skill and dexterity in carrying and transporting sick and injured persons. Requires skill in operation of department vehicles and driver's license to drive motor vehicles. Position will require a three months period of indoctrinational education and twelve to fifteen months job experience before a new employee can perform the job satisfactorily.
4. **Physical Demands:** Job places considerable strain on walking, climbing, standing, talking, riding, carrying, and observing. The degree of which will vary according to daily activities.
5. **Working Conditions:** Duties are primarily out of doors thus the officer is subjected to changing weather conditions and to all types of weather. When performing duty in department vehicle may work either with a partner or alone. Is subjected in some degree to exposure to communicable disease because of handling of sick and injured and deceased persons. All ramifications of duty carry the danger of possible physical injury and mechanical hazards. The workday generally consists of an eight hour tour of duty, five days a week although he is frequently called upon to work beyond ordinary day with no extra compensation. Usually works a rotating shift.
6. **Equipment, Materials, Supplies:** Must supply at own expense regulation uniform consisting of winter and summer caps, trousers, winter coat, spring and fall blouse, raincoat, revolver, ammunition, flashlight, belt and holster.
7. **General Comments:**

ANALYST: _____ POLICE DEPT. REVIEWER: _____

- C. Function & Procedure of Public Welfare Organizations
- D. Human Relations
- E. Principles of Crime Prevention
- F. Public Relations

III. *Handles Public Emergencies:* In order to properly perform his job duties and responsibilities when responding to and handling public emergencies, the police officer should be educated in the following subjects:

- A. Care and Operation of Department Equipment
- B. Care and Operation of Department Vehicles
- C. City Ordinances
- D. First Aid
- E. Department Procedure in Catastrophes, Disasters and Fires
- F. Department Procedure in Handling Juveniles
- G. Department Procedure in Handling Lost Children
- H. Department Procedure in Handling Lost, Stolen, and Recovered Property
- I. Department Procedure in Handling Sick, Injured, and Intoxicated Persons
- J. Department Procedure in Handling Stray Animals
- K. Department Procedure in Suppressing Nuisances & Disturbances
- L. Law of Arrest, Search, and Seizure
- M. Self-Defense—Physical Conditioning
- N. Self-Defense—Firearms
- O. State Legal Code
- P. State & City Traffic Code
- Q. Traffic Accident Procedure

IV. *Enforces Laws and Ordinances:* To ensure the proper enforcement of the State Laws and City Ordinances, a police officer should be thoroughly instructed in the following subjects:

- A. City Ordinances
- B. Civil Rights Legislation
- C. Law of Arrest, Search, and Seizure
- D. Law of Evidence
- E. Philosophy of Law Enforcement
- F. Self-Defense—Firearms

- G. Self-Defense—Physical Conditioning
 - H. Specific Laws Relating to Juveniles
 - I. State Legal Code
 - J. State & City Traffic Code
 - K. United States Constitution and Amendments
- V. *Apprehends and Arrests Law Violators*: In order for a police officer to be able to apprehend, arrest, and process law violators, he must be thoroughly instructed in the following subjects:
- A. City Ordinances
 - B. Civil Rights Legislation
 - C. Department Procedure in Making Investigations
 - D. Department Procedure in Handling Felons
 - E. Department Procedure in Handling Juvenile Offenders
 - F. Department Procedure in Handling Misdemeanants
 - G. Department Procedure in Handling Women Prisoners
 - H. Department Rules and Regulations
 - I. Law of Arrest, Search, and Seizure
 - J. Law of Evidence
 - K. Self-Defense—Firearms
 - L. Self-Defense—Physical Conditioning
 - M. State Legal Code
 - N. State & City Traffic Code
 - O. United States Constitution and Amendments
- VI. *Questions and Interrogates*: For a police officer to be able to competently and legally question witnesses, complainants, and violators, he must be educated in the following subjects:
- A. Civil Rights Legislation
 - B. Department Procedure in Taking Statements
 - C. Department Records and Forms
 - D. Department Rules and Regulations
 - E. Law of Evidence
 - F. Legal Principles Regarding: Confessions, Statements, and Admissions
 - G. Principles of Report Writing
 - H. State Legal Code

- I. Techniques of Interrogation
 - J. Techniques of Interviewing
 - K. United States Constitution and Amendments
- VII. *Makes Reports:* To ensure complete and efficient making, processing, and distribution of department reports, records, and forms, a police officer should have a thorough knowledge of the following subjects:
- A. Department Reports, Records, and Forms
 - B. Department Rules and Regulations re: Report Writing
 - C. Handling and Processing of a Citizen's Complaint
 - D. Organization and Function of Police Records Section
 - E. Principles of Report Writing
- VIII. *Safeguards Property:* To ensure proper protection and care of all property delegated to a police officer's charge, the officer should be educated in the following courses:
- A. Department Procedure in Handling Lost, Stolen, and Recovered Property
 - B. Department Procedure in Handling Prisoner's Property
 - C. Department Procedure in Impounding of Motor Vehicles
 - D. Department Rules and Regulations
 - E. Organization and Function of Police Custodian's Office
 - F. Police Duties at Catastrophes, Disasters, and Fires
- IX. *Preserves Evidence:* Because of the importance of evidence to the criminal prosecution, a police officer must have a thorough understanding of what constitutes evidence as well as of the proper way to care, preserve, transport, and process it from the crime scene to the court room. This knowledge can be best obtained by studying the following courses:
- A. Care and Preservation of Evidence
 - B. Crime Laboratory Services
 - C. Law of Arrest, Search, and Seizure
 - D. Law of Evidence re: Court Procedure
 - E. Organization and Function of Police Custodian's Office
 - F. Police Duty at Crime Scene
 - G. Principles of Criminal Identification
 - H. Principles of Criminal Investigation
 - I. Scientific Investigations

X. *Testifies in Court*: In order for a police officer to fully understand his responsibility as a witness as well as knowing how to testify in a professional manner, the officer must be instructed in the following courses:

- A. Cooperation with the Federal Government
- B. Cooperation with other City Bureaus and Agencies
- C. Coroner's Duties
- D. Criminal Court Procedure
- E. Department Rules and Regulations
- F. Department and Testifying in Court
- G. Law of Evidence re: Court Procedure
- H. Municipal Court and Justice of the Peace: Procedures
- I. Jurisdiction and Venue of Courts

XI. *Regulates Traffic*: Although the problems of traffic have necessitated the establishment of specialized traffic units in most departments, every police officer must have some education in Traffic. Consequently, a Recruit Education Program should provide instruction regarding these general traffic topics:

- A. Department Procedure in Bailable and Unbailable Traffic Violations
- B. Department Procedure in Issuing Traffic Summonses
- C. Department Procedure in Traffic Accidents
- D. General Traffic Procedure
- E. Philosophy of Traffic Enforcement
- F. Science of Traffic Direction and Control
- G. State and City Traffic Codes

XII. *Cooperates with Other Police Units, City Departments, and Allied Agencies*: In order for a police officer to fully understand his relationship with and duties toward other units of the department and outside agencies who cooperate with the police, a Recruit Education program should offer instruction in the following subjects:

- A. Cooperation with the Federal Government
- B. Department Procedure re: Cooperation with City Agencies
- C. Department Procedure—General Principles

- D. Organization and Administration of City Government
- E. Organization and Administration of the Police Department
- F. Services Rendered by Coroner, States Attorney, Welfare Agencies, Fire Department, Liquor Commission, License Bureau, Building Department, etc.

XIII. *Assumes Responsibility for Department Equipment:* A police officer should be instructed in the proper care and handling of police department equipment entrusted to his care and which, in the performance of his duty, he will be required to use. Therefore, a Police Recruit Education Program should include the following subjects:

- A. Care and Operation of Department Equipment
- B. Care and Operation of Department Vehicles
- C. Care and Use of Firearms and other Weapons
- D. Department Rules and Regulations re: Personal Appearance
- E. State and City Traffic Codes
- F. Organization of Police Services and Supplies Section
- G. Procedure in Purchasing Equipment

XIV. *Performs Miscellaneous Duties:* Because of the diversity of police duties and the spontaneous occurrence of many unforeseeable catastrophes, the police officer's general education must provide for a certain amount of instruction which will prepare him to cope with these situations whenever and wherever he may encounter them. Thus, the following problems must be included in the Recruit Education Program:

- A. Bombs and Explosives
- B. Coroner's Duties
- C. Department Procedure re: Lost & Missing Persons
- D. Department Procedure re: Emergencies
- E. Election Duties
- F. Police Procedure re: Fires, Bombings, Explosives, and other Catastrophes
- G. Police Procedure re: Strikes, Racial Details, and other Assemblages
- H. Specialized Police Duties: Lockup Keeper, Warrant Clerk, Taking Fingerprints

XV. *Must Maintain a Professional Attitude:* In order to perpetuate the continual growth of police professionalization, the Police Educator must see that the Recruits are indoctrinated with the proper *esprit de corps* to carry on the tradition of the department. To do this, the following subjects must be included in the Recruit Education Program:

- A. Department Rules and Regulations
- B. Discipline and Deportment
- C. History of Law Enforcement
- D. Introduction to Police Associations
- E. Introduction to Police Professional Publications
- F. Introduction to Police Education Programs
- G. Law Enforcement as a Profession
- H. Police Ethics
- I. Public Relations

DETERMINING SUBJECT MATTER BY COMMUNITY ANALYSIS

Although the importance of Job Analysis to thorough curriculum construction is quite clear, it is not sufficient *per se* to ensure completeness in the totally educated police officer. To fully develop the Police Education Program, it is necessary to go beyond the Job Analysis and evaluate the officer's education in the light of community needs and requisite services.

For the most part, the Police Planner and the Police Educator have been hesitant in recognizing the Community as a vital factor in the over-all plan to provide adequate police service. The Community, although long ignored, stands defiant, bold, challenging, and ever-changing but rarely examined until it is too late. The Community, whether it be large or small, rich or poor, pure Yankee stock or a melting pot, is a composite of many differences and, above all, subject to change without notice. It may be a sleepy hamlet today and the "City of the Big Shoulders" tomorrow. Its vacant fields and play lots of today may be factory or housing development sites tomorrow; the quiet suburban streets of today may become part of the vast chain of Freeways tomorrow. In every instance in which change occurs, police duty will change in a corresponding degree and manner. When the change



Fig. 10. A police officer assigned to general patrol duty keeps in contact with superiors by means of the "Call Box."

is gradual or insignificant, the police agency can meet the problem with similar ease and simplicity—providing the chief is alert enough to realize that the change has taken place. However, when the change is spontaneous or gigantic, there will be a chain reaction on police duties and the inevitable question: “How do we *handle* this?” must be asked. Of course, it will be handled, but the solution lies in the efficiency and effectiveness of the handling. Careful study and evaluating of the Community aids the police administrator to anticipate future troubles. When a man is intelligent enough to foresee trouble, he is intelligent enough to prepare to *handle* it properly.

Any disruption in the existing system of social relationships or controls that impairs the functions of the community or group is a manifestation of social disorganization. Such manifestations are more or less inevitable in a society characterized by individualism of behavior, rapid cultural change, extensive shifts of population, and economic, racial, ethnic, or religious conflicts. Though social disorganization is by no means limited to the urban community, the very conditions of city life are conducive to it, sometimes on such a scale as to jeopardize individual or collective well-being. Many social problems arising within the community are really forms of social disorganization.¹⁹

Regardless of whether we define the community as a cosmopolitan metropolis or a small peaceful farming town, the community life and structure necessitates and influences requisite police duties and services. In other words, community *needs* determine the police service *needed*. The police department is dedicated to providing community protection and well-being, consequently everything it does or does not do must be calculated in terms of community structure. So it may be said that the community as such has both a *direct* and an *indirect* influence on the formation of every police curriculum.

The Community's Direct Influence: The Police Educator must go beyond the existing duties uncovered by the Job Analysis. This is not solely a question of whether the police are doing properly

¹⁹Noel P. Gist and L. A. Halbert, *URBAN SOCIETY*, Thomas Y. Crowell Company, New York, 1950, p. 333.



Fig. 11. Apprehending dangerous criminals requires courage, coordination and a thorough knowledge of police duties and responsibilities.

what they are presently required to do, but rather a question of whether the police are performing all duties which they should be performing. The Police Educator has a serious responsibility to periodically appraise the current curriculum in terms of prevailing community needs in order to be certain that the Education Program is still adequate and appropriate.

The Police Educator should not, and generally does not, wait until a catastrophe has occurred before teaching First Aid; until a serious crime wave has struck before teaching Criminal Investigation, or until serious labor troubles develop before instructing his men in their responsibility in Strike Duty, Civil Rights, and similarly related courses. He knows from past experiences that these courses are necessary. Likewise, he should use foresight, be a planner, and be ready for future contingencies should they occur!



Fig. 12. Proper follow through at the crime scene is a vital function of the investigating officer and may well be the deciding factor in apprehending the guilty persons.

Let us assume that a small community never previously bothered by heavy transitory vehicle traffic, because of a new super-highway cut-off, suddenly finds itself the recipient of heavy vehicle traffic through its principal avenues. It does not take a traffic engineer to realize that the town's police officer will need a thorough education in Traffic Control and Traffic Enforcement. However, adding appropriate courses in Traffic Science is one thing, and having qualified instructors to teach them is another. More than likely, one or more police officers will have to obtain special instruction in these Traffic Subjects in order to teach the other members of the department. These officers must be sent to another police department or to a specialized school such as Northwestern Traffic Institute for their education in Traffic Science. This schooling plus the instruction of the entire police department upon their return will require considerable time to

fulfill. By anticipating these problems, the sound police administrator or police educator will be able to have his department prepared to cope with the problems when the highway is opened.

When a police department is not qualified or prepared to handle a situation at its inception, the community suffers in terms of deaths, injuries, economic losses, as well as inconvenience and discomfort to the general populus. Similarly, the police department will bring unnecessary yet justified citizen dissatisfaction on itself because of its failure to plan. In the example cited above, by proper preparation in anticipation of the highway's completion, the police department is able to provide proper service simultaneously with the *need* thereby averting community losses and its own ridicule.

Figure 13 shows the influence that the community's physical structure and social-economic composition have in determining police duties and services. The presentation is not intended to be exhaustive but merely representative, and each Factor, Characteristic, Problem Area, and Educational Need enumerated could be developed to a much more conclusive degree. However, the purpose is to show the community's influence on Curriculum Construction and not to provide an Ecological study.

Let us consider the Factor of Recreational Facilities within the community and its affect on police duty and education. Recreational Facilities are acknowledged as being an influencing factor both by their presence and by their absence.

The way city people spend their leisure time is one of the most important criteria of the values they cherish. Although the family and neighborhood still provide certain forms of recreation, individuals have turned more and more to outside agencies and groups. As society has become increasingly heterogeneous and differentiated along occupational, educational, religious, political, economic, ethnic, and aesthetic lines, leisure-time interests have shown a corresponding differentiation as manifest in a wide variety of activities and organizations of a more or less specialized nature. Furthermore, there has been a differentiation of interests according to age and sex, with the result that many leisure-time activities are carried on by individuals of the same age grouping or the same sex.²⁰

²⁰ *Ibid.*, p. 434.

FIGURE 13

SOCIAL COMMUNITY FACTORS AFFECTING POLICE DUTY AND EDUCATION¹⁸

SOCIAL FACTORS	CHARACTERISTICS	PROBLEM AREA	EDUCATIONAL NEEDS
I Ethnic-Race Distribution	Population Mobility Foreign Born Concentrations Minority Group Concentrations	Language Race Relations Possible Tension Areas Movement of Minority Groups among neighborhoods Understanding of folkways and mores of these groups	Language Study Human Relations Civil Rights Legislation Elements of Patrol State Legal Code Police Procedure at Racial and Minority Details Police Psychology Department Procedure in Suppressing Nuisances and Disturbances
II Age-Sex Distribution	Insight into youth, and aged population. Sex-ratio as it differs from the population	General problems of the Aged Gangs Child Labor Problems Juvenile Delinquency Truancy	Function and Procedure of Public Welfare Organizations Child Labor Law School Truancy Law Psychology of Adolescence Psychology of Juvenile Delinquency Department Procedure in Handling Juveniles Crime Prevention Techniques Department Procedure in Handling Sick, Injured and Disabled
III Marital Status	Stable Family vs Non-family ratio Broken homes Divorce rate	Desertions Cases of Non-support Child Abandonment Juvenile Delinquency Truancy	Department Procedure in Handling Lost and Abandoned Children Function and Procedure of Public Welfare Organizations State Legal Code—see: Abandonments School Truancy Laws Jurisdiction and Venue Of Courts Psychology of Juvenile Delinquency Department Procedure in Handling Juveniles
IV Income-Occupation Level	Neighborhood Stores Rental & Ownership Dictotomy Personal Status In Community Personal Investment In Community	Problem areas are related directly to the high-low income-occupation structure, i.e., professional burglary groups, concentrate in high income residential neighborhood, but not as common in low income residential neighborhood	Elements of Patrol Department Procedure in Major Investigations Crime Scene Duties Crime Prevention Techniques State Legal Code Law of Arrest, Search and Seizures
V Educational Level	Degree of community participation, social and civic awareness and responsibility	Need and expectation of services are inversely correlated on the basis of educational level of the community	Elements of Patrol Crime Prevention Techniques Public Relations Police Ethics Department Rules and Regulations Certain Auxiliary Police Services

FIGURE 13

PHYSICAL FACTORS AFFECTING POLICE DUTY AND EDUCATION ¹⁸		
PHYSICAL FACTORS	CHARACTERISTICS	EDUCATIONAL NEEDS
I. Residential	<p>Single family dwellings</p> <p>Two flat dwellings</p> <p>Apartments</p> <p>Hotels</p> <p>"Shopper Invasion"</p> <p>Business shops and stores</p> <p>Possible residential deterioration and resultant transient-type residents increase</p>	<p>Elements Of Patrol</p> <p>Public Relations</p> <p>Department Procedure In Major Investigations</p> <p>Crime Prevention Techniques</p> <p>Department Procedure In Disturbances</p> <p>Principles of Crime Prevention</p> <p>Elements of Patrol</p> <p>First Aid</p> <p>Police Procedure In Handling Lost Children</p> <p>General and Specific Traffic Procedures</p> <p>Police Procedure in Handling Crowds and assemblies</p> <p>Police Procedure re: Fires, Bombings, Explosives, and Other Catastrophies</p>
III. Industrial Density	<p>"Labor Invasion"</p> <p>Factory, plant, and shop growth</p> <p>Community population growth</p> <p>Possible residential deterioration and resultant "slum" growth</p>	<p>Elements of Patrol</p> <p>General and Specific Traffic Procedures</p> <p>Police Procedure re: Fires, Bombings, Explosives, and Other Catastrophies</p> <p>Police Procedure re: Strikes, Racial Details and Other Assemblages</p> <p>Self-Defense — Firearms</p> <p>Self-Defense — Physical Conditioning</p> <p>State Legal Code re: Labor Problems</p>
IV. Recreational Facilities	<p>Parks, Beaches, Theatres, Social and Recreation Clubs, Taverns, Pool Halls, Bowling Alleys</p>	<p>Cooperation with Other City Departments and Allied Agencies</p> <p>General and Specific Traffic Procedures</p> <p>Police Procedure re: Strikes, Racial Details and Other Assemblages</p> <p>Crime Prevention Techniques</p> <p>First Aid</p> <p>Police Procedure re: Sick, Injured and Intoxicated Persons</p> <p>Police Procedure re: Lost Children</p> <p>Self-Defense — Firearms</p> <p>Self-Defense — Physical Combat</p> <p>Police Procedure re: Handling of Crowds and Assemblies</p> <p>Police Procedure re: Handling Juveniles</p>
	<p>Variation from highly stable to highly mobile population and the direction of neighborhood transition</p> <p>Traffic Problems</p> <p>Crimes of stealth increase</p> <p>Handling of crowds</p> <p>Robbery increase</p> <p>Heavy day and low night population</p> <p>Heavy vehicular flow at peak hours</p> <p>Labor-management problems</p> <p>Payroll robberies</p> <p>Invasion of multiple and varied recreational populations</p> <p>Supervised and unsupervised persons, places, and things</p> <p>Late hour population</p> <p>Street corner groups</p> <p>Stealth crimes</p> <p>Sex crimes, prostitution</p> <p>Drunkness, delinquency</p>	

FIGURE 13

PHYSICAL COMMUNITY FACTORS AFFECTING POLICE DUTY AND EDUCATION¹⁸

PHYSICAL FACTORS	CHARACTERISTICS	PROBLEM AREAS	EDUCATIONAL NEEDS
V. Thoroughfares	Highly mobile public and private transportation "Near Neighborhood" deterioration into transient-residential areas	Traffic problems in general, i.e., congestion, speeding, accidents, etc. Transient problems in general, i.e., prostitution, drunkenness, and other disorderly activities	First Aid Department Procedure In Traffic Accidents General Traffic Procedure Science of Traffic Direction and Control State and City Traffic Codes Department Procedure In Suppressing Nuisances and Disturbances Department Procedure In Handling Sick, Injured and Disabled
VI. Churches, Schools, and Hospitals	These factors are the index to the social structure of the community. The presence or absence of these factors is an indication as to the stability of the community.	Very according to the presence or absence of these institutions	Cooperation With City Departments and Allied Agencies Elements of Patrol Police Ethics Law Enforcement As A Profession Crime Prevention Techniques Police Duty at Assemblages and Special Details.

¹⁸ Thomas M. Frost, Chicago Police Department, and Joseph Gensert, Assistant Professor Sociology Department, Loyola University, Chicago, Illinois.

Such things as beaches, forest preserves, parks, theatres, convention halls, etc., provide enjoyable and lawful recreational opportunities. However, they attract people from other parts of the city and from adjacent cities, thus giving rise to problems of traffic control, the handling of crowds, public relations, the handling of lost children, first aid, crimes against the person, as well as many others.

Recreational facilities such as taverns, pool halls, bowling alleys, compel education in a different vein. The preponderance of these facilities may be detrimental to community stability and hence give rise to needed education in such areas as crime prevention, procedure in handling stealth crimes, sex crimes, prostitution, drunkenness and delinquency.

Pool-rooms, also, are likely to be thick in such sections and to be the general rendezvous of criminals and near-criminals, where standards are set which the youth of the district can hardly resist.²¹

Conversely, the police curriculum may be affected by the absence of wholesome recreational facilities as well as the presence of unwholesome facilities.

. . . the absence of places of recreation, either public or commercial, is perhaps more important than the presence of injurious commercial institutions. Thurston found in his study of the relation between delinquency and spare time in Cleveland that 75 per cent of the delinquents studied had conduct difficulties related to spare-time activities and that these affected the delinquencies in four principal ways. Delinquencies are suggested by spare-time activities, are means of securing money for recreations, are prerequisites to entrance into certain play groups, and are logically akin to acts which are not treated as delinquent. He found, also, that delinquents had a much narrower range of recreational activities than non-delinquents and that they spent much more time in desultory pursuits. When most of the delinquents had formed their recreational habits casually or surreptitiously, 70 per cent of the persons who had developed into "wholesome citizens" reported that their recreations during school years were

²¹ Edwin H. Sutherland, *PRINCIPLES OF CRIMINOLOGY*, 4th Edition, J. B. Lippincott Company, Chicago, 1947, p. 149.

suggested or guided by parents, teachers, or relatives. Delinquency flourishes in neighborhoods where institutions for wholesome recreations are absent.²²

The analysis and study of community structure is helpful to the Police Planner in other ways. The Chicago Police Department has taken cognizance of its importance as a factor in the allocation of its Patrol Force. Chief Thomas V. Lyons emphasized this point in an address before the Federal Bureau of Investigation's Refresher Training Program in Washington, D. C., when he stated:

The next essential problem confronting the administrator is to create a criterion which will validly and equitably apportion the Distributive Force among the numerous police districts. Although there are many variables which might be considered when undertaking such a project, this formula considers only four:

1. *Major Complaints*: What percentage of the City's Part 1 and Part 2 offenses has occurred or attempted in this district?
2. *Minor Complaints*: What percentage of the Police Department's total services, both rendered and requested, occurred in this district?
3. *Area*: What is the district's geographical structure and size? What percentages of its area are devoted to business establishments, industrial and residential sections? What percentage of the district is composed of actual or possible criminal breeding areas?
4. *Population*: What is the district's population density and composition? Are the people stable residents or transient? Are these high income areas or low income areas?²³

Future Duties: Alert study of the community's socio-economic factors will present insight into possible future problems necessitating police participation. Since the studies of Guerry in 1829 and Mayhew in 1838, studies have been made indicating the incidences of crime and delinquency among different localities.²⁴ The

²² *Ibid.*, p. 150.

²³ Thomas V. Lyons, Chief of the Uniform Division, FACTORS GOVERNING THE ASSIGNMENT OF UNIFORM PERSONNEL TO BEAT PATROL, Chicago Police Department, June, 1957, a mimeograph.

²⁴ Bernard Lander, TOWARDS AN UNDERSTANDING OF JUVENILE DELINQUENCY, Columbia University Press, New York, 1954, p. 3.

study of the urban community and its influencing social, economic, and cultural components has contributed greatly to the understanding of adult crime as well as juvenile delinquency, since many of the factors which condition or cultivate juvenile delinquency are similarly associated with adult crime.

Although there are some communities which may presently be experiencing a low delinquency rate, a low crime rate, or few traffic problems; we should not divorce ourselves from the prospect of possible neighborhood transition, lack of stability of social institution, or fluctuations in the economic cycle which may seriously alter community composition and community attitudes. Gist and Halbert explain neighborhood change as an invasion.

Invasions may be of two kinds: the influx of one type of population into an area occupied by another—residential invasion; and the movement of certain institutions (commonly commercial and industrial) into areas that have previously been put to a different use—institutional invasion. Either may occur without the other, but not infrequently the two are concurrent, or one may immediately follow the other, as in the case of an industrial invasion being followed by residential changes of people who wish to be close to their places of work.²⁵

The bulwark of community well-being and lawful participation in daily living lies in the community's social institutions and organizations which include the home, the school, the church, recreational facilities, the business establishments, and government agencies. "Institutions do not function separately, for each is closely related to and dependent upon the others. A breakdown in one reflects itself in others also. . . . Social institutions preserve the social heritage of society and transmit it from one generation to another. . . . From the point of view of child behavior, the recreation and group work agencies, schools, and churches are the main institutions outside the home in influencing conduct. If these fail to function, or function poorly, the children in the neighborhood are the chief sufferers."²⁶ According to Lander, "Associated with these differences among areas in terms of phys-

²⁵ Noel P. Gist and L. A. Halbert, *op. cit.*, p. 146.

²⁶ Martin H. Neumeyer, *JUVENILE DELINQUENCY IN MODERN SOCIETY*, D. Van Nostrand Company, New York, 3rd printing, 1949, p. 156.

ical, economic, and population characteristics are more subtle differences in value, attitudes, and traditions which are reflected in marked variations in child behavior and in the delinquency rate.”²⁷ Professor E. W. Burgess in the Introduction to Shaw and McKay’s *Juvenile Delinquency and Urban Areas*, stresses the importance of social structure by the statement: “. . . all these factors, including juvenile delinquency may be considered manifestations of some general basic factor. The common element is social disorganization or the lack of organized community effort to deal with these conditions . . . juvenile delinquency as shown in this study follows the pattern of the physical and social structure of the city being concentrated in areas of physical deterioration and neighborhood disorganization.”²⁸

The foregoing discussion clearly shows the relationship of the Social-Physical Community Factors to the existence of crime and the criminal habitat as well as their influence on auxiliary police services. It is essential for the Police Administrator and the Police Educator to study their city. They know it for what it was: they must know it for what it is and what it will soon be! In this manner, they can often foresee future contingencies or needed police services while they are still in the embryo state. By knowing of problems beforehand, the police department can prepare to cope with them efficiently and expediently when they do occur.

The Community's Indirect Influence: Oftentimes it may seem that a police department is functioning quite adequately, the department’s morale is high, the officers are well instructed in their duties, and the citizenry is satisfied with their police protection and service. However, agencies, organizations and even individuals do not remain static. They are constantly either improving or degenerating. Consequently, an alert police educator is continuously seeking ways and means to assure continual efficiency or the improving of his department’s functioning.

²⁷ Bernard Lander, *op. cit.*, p. 6.

²⁸ Clifford Shaw and Henry McKay, *JUVENILE DELINQUENCY AND URBAN AREAS*, University of Chicago Press, Chicago, 1942, p. xi.

All inter-department changes must be considered the indirect result of community influence as the changes are motivated by the department's desire to render better public service and protection. Everything that a police department does or neglects to do must be calculated to correspond to community well-being. Practically every modification the police administrator makes in the prevailing mode of operation will reflect a corresponding modification in the Police Education program. The following examples seem adequate to validate this premise:

Example A: In order to improve reports submitted by investigating officers, it is decided to use a new standardized printed form in all felony investigations. This would affect prevailing courses in Report Writing, Criminal Investigation Procedure, and Department Rules and Regulations re: Report Writing.

Example B: It is decided to expand the patrol force through the employment of three-wheel motorcycles. This operational change will require a training and qualifying school for all personnel who are assigned to such vehicles. Other courses such as Department Rules and Regulations, Elements of Patrol, Care and Operation of Department Vehicles will be affected.

Example C: Any change in Department Procedure: changing the procedure of processing sex violators, accepting a driver's license in lieu of bail bond, procedure in processing juveniles, would affect their presentation in the Education Program.

Example D: An administrative decision to expand the authority of a particular police unit similarly would require corresponding changes in the subject matter dealing with Department Procedure and Department Rules and Regulations.

CHAPTER RECAPITULATION

The American police departments are performing their duty in the most complex and inter-dependent society man has ever known. Because of this complexity of daily life, our society is constantly experiencing new and challenging problems. Such factors as periodic modifications in the economic structure, migration of transitory groups, neighborhood transitions, vehicle congestion, the influence of minority groups, and other sociolog-

ical modifications exercise a profound influence upon the community and all of its facilities. These conditions, at times, consciously and at times subconsciously, compel modifications or alteration in community attitudes and thinking; they influence the adoption of legislation, and of course, create new problems for law enforcement agencies.

The Police Educator must be alert and accept the challenge. The course of instruction premised on needs of bygone days, to some extent, may still be sound; but its age demands re-evaluation to meet the problems created by present day community needs. Curriculum planning must be recognized as an essential portion of any effective police education program. Courses of study cannot be decided by spur of the moment decisions, rather the Police Educator must employ recognized principles of business analysis and sociological techniques.

Job Analysis probes into the prevailing job function and aids in its evaluation and necessity. The results tell us how sound the Education Program has been. Community Analysis probes into the structure, mores, and needs of the community in order to anticipate police problems. Through the use of these two devices, the Police Educator is able to present a course of study which will prepare the police officer of any rank to cope with almost any police problem.

As a responsible community agent, the Police Department must be able to answer present needs and, insofar as is possible, prepare for future contingencies. Because of these conditions, a Police Curriculum must be regarded as a rational response to the community which it serves.

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*I am always ready to learn, al-
tho I do not always like being
taught.*

WINSTON CHURCHILL



Fig. 14

The Psychology of Police Teaching

IT is universally agreed that considerable care and preparation must be taken in selecting new police officers. It is likewise important that these men be thoroughly schooled in the rudiments of their chosen profession. It has often been maintained by some police officials that this indoctrination program should be administered by the police departments themselves. In fact, it is rather apparent that some police officials strongly resent the “intrusion” of the college professor into the police academy. They believe that police officers—because they have lived the job—are better qualified to develop recruit thinking along the necessary avenues of police work. Although there is much to be said in favor of this position, it will only hold true in situations where the police instructors have a thorough understanding of the principles of teaching.

On the basis of educational experience, it is obvious that if the students are not learning it may be due to the ineptness of the teacher as well as the mentality of the students. Many of us have seen experienced police officers attempt to teach a group of police recruits by relating exciting and stimulating episodes from their police careers. Although the relating of personal police experiences is a splendid method of explaining police procedure; rambling story-telling, as was the case here, has no place in the

teaching program. Indeed in the situation cited above, the recruits found it to be an enjoyable respite from the rigors of the school routine; but the instructor accomplished nothing insofar as the teaching was concerned. This situation further illustrates the fact that a police instructor must be more than an experienced police officer—he must be a teacher as well!

However, the acquisition of properly qualified police instructors represents a tremendous, if not a sometimes insurmountable, obstacle in the education program confronting the police official in some of the smaller departments. Oftentimes, his program is of a rather sporadic nature which thereby precludes the possibility of maintaining a continuous police academy; likewise he has neither the finances nor the manpower to send personnel to different colleges for specialized instruction. The chief's problems are immediate, necessary, and, within the limits of his ability and resources, must be reconcilable to the satisfaction of the community, his superiors, and himself. Consequently, the fundamental characteristics of the principles of teaching insofar as they may apply to a police teacher program will be explained in the subsequent pages in order to serve as a ready reference for the establishment of a teacher education program for police instructors.

This program does not imply that the advice, assistance, and counsel of those academic institutions which have pioneered, devised, and developed police programs and education curricula should be disregarded. Quite the contrary; the experience of these colleges and universities should be sought as the consequences of their counsel can only prove to be extremely beneficial to all police agencies fortunate enough to receive them. However, in the absence of such assistance or as a supplement to it, this suggested program should prove of considerable help to the police administrator who wishes to train police instructors and organize police education programs with adequate stress devoted to the techniques of teaching.

We have frequently heard it said that before we can run, we must learn to walk. It is similarly axiomatic that before we can teach, we must learn! It would be a simple matter to state that police instructors should be college graduates and possess teacher

certificates. Although it would be beneficial to all concerned if the police instructors had these qualifications, one must never lose sight of the impracticality of such an idea. However, before any police officer is allowed to instruct in a police school, he should be required to have a thorough understanding of the factors and axioms that constitute a teaching-learning relationship. In order to ensure this condition, it is necessary that he have a basic understanding of the principles of teaching and their application to the police teaching situation. It is only through a thorough understanding of these principles that the police instructor can be certain that his presentation will be enlightening, informative, and beneficial.

PRINCIPLES OF TEACHING

“Teaching is the art of helping someone to learn, that is, of helping him to acquire knowledge, attitudes, ideals, habits, or some other type of learning which he did not previously possess.”¹ Thus, we can consider teaching as a means to an end. It is the skillful method employed by one person to get others to learn. The teacher must lead, motivate, inspire, and coach the students to understand and practice the subject matter so that they will develop the knowledge or skill within themselves.

Interpreting this definition in terms of police teaching relationship, we must move beyond the Drill Master type of police instructor who leads his students through a daily grind of memorization. We must select a person who is above the average, he must be capable of learning more and he must be willing to do more. He must be a police educator rather than a drill master. It becomes his responsibility to reduce the complexity of the subject matter into a sensibleness that can be absorbed, assimilated and retained by those persons delegated to his responsibility for education and training. Gradually, he will be looked upon as a person of dignity and talent as he shares the forefront with the criminal investigator in contributing in a profound manner to the advancement of police professionalization.

¹ Ward G. Reeder, *A FIRST COURSE IN EDUCATION*, The Macmillan Company, New York, 1950, 3rd Edition, p. 245.

Requirements for Successful Teaching

The success of a learning situation is quite comparable to the success of a major operation. Although there are numerous variables which can appear in the form of intervening and detrimental causes to prevent a successful operation, in the final analysis, the chances for success are highly contingent upon the competence of the surgeon. In much the same way, the ultimate success of any teaching situation will rest in the hands of the police instructor. Consequently, it is extremely important that the police teacher understands the "modus operandi" of the school teacher. "Indeed, it is probable that the largest wastes in education occur in the selection and the use of teaching procedures. These wastes occur primarily because of ignorance on the part of educational employees of what constitutes the best teaching procedures, but they occur also because of failure to apply the principles and procedures of teaching which experience and research have demonstrated to be the most effective."²

The student body invariably interprets teaching as a lecture or classroom presentation. Actually, the classroom lecture is only one portion of the total teaching plan. A teaching plan is composed of four elements—the omission of any one may result in poor rapport between the teacher and the students with the ultimate result of slight or no teaching accomplishment.

The essential steps in creating a teaching plan are:

Preparation: the pre-classroom readiness which is necessary to develop teacher understanding and inspirational presentation of the subject matter.

Presentation: the actual introduction, explanation, and discussion of the subject matter sometimes followed by the direct application of the subject matter by the students.

Examination: the means of determining the extent of student accomplishment and mastery over the subject matter.

Review: the recapitulation of the subject matter essentials for purposes of better retention.

² *Ibid.*, p. 247.

Preparation

Spectators tend to marvel at the graceful and skillful performance of professional athletes. Although the spectators may overlook the dismal and monotonous hours of planning and practice which are necessary to ensure a skillful presentation, the athletes are quite aware that continued success is contingent upon their efforts to practice and prepare. It is for much the same reasons that pre-classroom planning holds such an essential part in the over-all teaching process. Oftentimes, when the teaching techniques are ineffective, when the instructor is experiencing difficulty in maintaining interest, or when the students' mastery of the subject matter is poor; the trouble can be traced to inadequate and ineffective advance planning on the part of the instructor. The competent and effective instructor, regardless of how long he has been teaching or how well he knows his subject, will always prepare his presentation before entering the classroom. Naturally, an experienced teacher presenting a subject with which he is well-versed will not have to prepare as comprehensively as a teacher presenting a subject for the first time; but, nevertheless, he will prepare! To realize effective preparation the instructor should follow these steps:

Understand Course Objective: There is a strong affinity which unites the purpose of the course, the particular subject matter to be taught, the method of presentation, the examination, and the desired end result. Because of this relationship, teaching becomes a worthless procedure when the objectives are not clearly defined prior to the presentation. The instructor must know just what he is to accomplish. Is he going to train a group of housewives in the duties of School Crossing Guards? or is he to direct a group of commanding officers in a discussion of the merits of the one man versus the two men patrol car? or is he to explain a new investigation report form to a group of detectives? Because each situation is concerned with a different group and with a different objective, the instructor is compelled to alter his plan and his approach to correspond with each of these situations. Before he can prepare a course of instruction, the police teacher must know:

1. *Who are to be taught?* What is their rank, experience and present duty responsibility? How many are in the group?

2. *What is to be taught?* What is the purpose of the course? What special knowledge or skills are involved?
3. *How are they to be taught?* Would it be best to use the lecture method or the demonstration method? Would it be best to have a seminar? Should field trips be used?
4. *How long will the program last?* Will this be a single meeting or will it comprise several hours a day for a week?
5. *Where will the program be given?* Are there adequate facilities available? Will any preparations be necessary for equipment or help?

Gather the Necessary Materials: After learning the background of the class and the purpose of the course, the instructor is ready to gather the necessary reference materials and sources which will supply him with the course material. Generally, the search for material should start with documentary sources as these are the most reliable. "Documentary sources are usually divided into two classes, namely, (1) primary and (2) secondary."³

"By primary sources, we mean any sources providing data gathered at first hand, and compiled by the same authority under whom the data were collected from the field. Secondary sources are any other sources."⁴ In the case of the definition of a particular crime, the State Statute spelling out the definition and the court decisions interpreting the statute would be primary sources, whereas the newspaper reports explaining the outcome of the passage of the statute or the court decision concerning it would be secondary sources. In addition to the primary sources, the instructor must endeavor to obtain as many secondary sources as possible. They would include text books, department orders, department directives, department procedural manuals, technical and non-technical journals, case histories, and any other printed data dealing with the subject which may be obtainable.

After gathering all documents available on the subject, the instructor should seek opinions and advice from police and non-

³ George A. Lundberg, *SOCIAL RESEARCH*, Longmans, Green, and Company, New York, 2nd Edition, 1951, p. 125.

⁴ *Ibid.*

police experts. He should confer with police officers of all ranks enlisting their opinions and knowledge of the subject. The opportunity to question the patrol officers should not be overlooked. In most instances, these are the individuals who have been in daily contact with the situation or will be affected most by any changes and so can be very helpful with their practical suggestions. At times, the administrators are apt to be buried in the midst of deep planning and thus lose sight of the practical problems associated with the situation. Finally, it is wise to seek the advice of experts outside the department, such as other police departments which have experienced the same situation, or non-police experts who are close to the problems involved.

An instructor has the additional responsibility of reading and studying the current literature, i.e., texts, journals, court decisions, etc. As he reads, he should make appropriate notes of important items or recent changes which affect his specific police field. This new data can be used in numerous ways such as: replace obsolete data, serve as an aside or interjection in his existing course, create a fresh approach to older material, or it may be reserved to become part of his total reservoir of subject knowledge.

If he is to be able to shoulder this responsibility, the teacher must be a persistent and intelligent student of the complex and constantly changing panorama of society. On one hand, he must ever be eliminating from the curriculum old activities and experiences which no longer meet social needs; on the other hand, he must ever be introducing new activities and experiences which meet social needs.⁵

Prepare the Material: After all necessary source materials have been compiled, the instructor is able to begin his recording and writing. This "instruction preparation" requires the police instructor to approach his topic in two veins:

First, acquire an understanding of the total topic. This requires him to understand his subject not only in terms of the particular course objective but to its general meaning and application as well. Thus, if the subject assigned is Police Powers of Arrest—With a Warrant, the instructor should understand the full extent

⁵ Ward G. Reeder, *op. cit.*, p. 248.

of police powers of arrest both with and without warrants, the use of force in making an arrest, in what ways is the arrest warrant different from other types of warrants?, how is a warrant obtained? etc. To learn all these ramifications over and above his particular assignment may seem unnecessary. However, if one is to be considered a police educator, he must himself be totally educated in the field of his assignments and not only in one aspect of it. He must be prepared to explain points closely akin to his particular topic and to be able to answer general questions which are bound to appear. There is not a single police department anywhere which can afford to staff itself with a corps of instructors who are qualified to teach only one subject.

Second, acquire a specialized knowledge of the topic. To accomplish this, the instructor should direct his preparation to those items which are germane to his specific subject. He must attempt to become specialized in this area of police activity. Using the same hypothetical topic cited above, the instructor will learn all legal aspects of the police rights to arrest when armed with a warrant. He will not only know the generally known points but he will familiarize himself with the fine technical points as well. The rule should be: He must know all there is to know about his subject.

When preparing, he must do more than read documentary materials, he should seek the opinions of the many experts who are available. In regard to the problem of Arrest and Warrants, he could confer with a judge or justice of the peace, an assistant states attorney, a warrant clerk, police officers who have obtained warrants, and police officers who have served warrants and many others who can advise him. Frequently, this method of obtaining information is overlooked, and we tend to restrict our preparation to reading a few text books. The text books maintain a highly important position in the area of teacher preparation, but they generally are unable to provide the practical and localized solution to the situation. This solution may best be resolved by conferring with persons experiencing the situation on the local level.

As he proceeds through his reading or conferring with the

experts, the instructor should make notes of all essential information. This is best accomplished by following these rules:

If there is a great deal of material available on your general subject, choose one aspect of the subject and read with that as a guide. Select articles that seem likely, from their listing in the index and from other indications, to treat your angle of the subject.

When you are reading in order to write, keep with you a pencil or pen, a packet of cards 3 x 5 or 4 x 6 inches in size and some ordinary paper.

When in your reading you come across a passage that bears on your subject and looks as if it may be useful as a reference, put a code number for that particular book, article, or pamphlet in the upper right-hand corner of the card. It does not matter what the number is so long as it is not repeated on any other card.

Next make a reference for the book, article, or pamphlet on the card. These are the various forms:

For reference books

Name of author

Title of the book, underlined

Place of publication, publisher, and date of publication (or—if that is missing—of copyright). Enclose all these in one set of parentheses followed by a period.

Library call number.

13

Hilaire Belloc,

Joan of Arc

(London: Cassell and Company, Ltd., 1929).

BJ 572 Be

For reference to magazine articles

Author of the article (if the name is given)

Title of the article, in quotation marks

Name of the magazine, underlined; the volume; the date between parentheses; the pages; a period following the last item

6

Herbert Elliston,

"Jim Forrestal, a Portrait in Politics,"

the Atlantic Monthly, Vol. 188 (November,
1951), pp. 73-80.

For reference to newspaper articles

Headline or title of the article, in quotation marks

Name of the city (and state, if necessary) in which paper is published; name of paper, underlined; date; page; column; a period following the last item.

8

"Educational TV? 20-Odd Colleges Plan Own
Stations,"

New York, the Wall Street Journal

June 5, 1952, p. 1, col. 1.

For reference to articles in encyclopedias

Author of the article (if you can find his name)

Title of the article, in quotation marks

Title of the encyclopedia, without underlining or quotation marks; the year or edition; the volume; the pages; a period following the last item

10

Frederick Barton Maurice

"Lee, Robert Edward,"

Encyclopedia Britannica, 1950, Vol. 13,
pp. 862-64.

It is best to make out the cards immediately, while you are working through indexes, guides, and bibliographies, whenever you find a likely looking article or book. Even if you do not use the cards directly in your theme, they will furnish you with a bibliography.

When reading a book or article listed on your card, if you come to a pertinent passage, make a brief summary of it on the ordinary paper (or, if you intend to quote it, copy it word for word) and add the card code number and the pages on which the passage appears in the book.⁶

After all material has been obtained, these cards can be arranged according to subject matter and are in proper order when preparing an outline. When trying to decide what material should be included and what should be omitted, the instructor should be guided by the following suggestions:

The basic principle in preparing the subject matter of a unit of training has already been implied: *The material must be carefully adapted to the objectives of the training.* This is of course true whether existing materials are revised or new materials are prepared. Related to and subsidiary to this major rule are other guiding considerations:

1. The form in which the material is prepared depends upon the training *method* to be used. Reading assignments require text material, lectures need outlines, films must have scripts and so on. . . .
2. The *depth* of the subject matter must be planned carefully with reference to those being trained. The material must not be so difficult that it is not understood nor so easy that it is ineffective and tiresome.
3. The *relative importance* of the various parts of the material must be determined and given appropriate emphasis. What is essential and of practical value must be distinguished from what is merely supplementary. The amount of time to be given to each topic must be considered.
4. The *order* of presentation must be planned so that the learning process will be as rapid and effective as possible. Certain

⁶Michael P. Kammer, S.J. and Charles W. Mulligan, S.J., *WRITING HANDBOOK*, Loyola University Press, Chicago, 1953, pp. 457-459.

topics must be learned as prerequisites to other topics, but the order of learning may not be the same as the order of performance. . . .

5. As far as possible, the material should be *interesting*. It is desirable to bring out points of interest in the subject matter and frequently it is possible to inject added elements of humor, human interest, or drama. Care should be taken, however, that the entertainment value does not detract from the educational value.
6. Material to be used by the employees being trained should be prepared with a view not only to immediate value as training material, but also to its suitability for *reference* purposes after the training is completed.⁷

Make an Outline:⁸ When the instructor has completed the gathering and organizing of the subject materials, he is ready to arrange the data into a sequence which will provide for an intelligent and sensible presentation. This arrangement of materials is called a Subject Outline. "An outline is a sketch showing the theme topic and the main points of its development."⁹ A properly prepared outline will provide the following aids to the police instructor:

1. It is a sound way in which to clearly present a difficult subject as it provides an uncomplicated over-all view.
2. It helps in selecting essential material and guarantees complete coverage of subject matter.
3. It provides an orderly, unified sequence of material presentation.
4. It is a sound reference source when presenting an extempore delivery.
5. It serves as a guide when making examination questions.
6. It is an ideal tool when reviewing the course material.

An outline may be developed in either a topic or a sentence form. The topic outline is the listing of essential items in incom-

⁷ EMPLOYEE TRAINING IN THE PUBLIC SERVICE, Civil Service Assembly of the United States and Canada, Chicago, 1941, pp. 56-57.

⁸ A completed Outline will be found in Appendix A.

⁹ Michael P. Kammer, S.J. and Charles W. Mulligan, S.J., *op. cit.*, p. 461.

plete sentence form. The sentence outline is the listing of essential items by the use of complete sentences. Regardless of which form is used, the police instructor will find the following suggestions helpful when developing his outline.¹⁰

1. An outline should be constructed in such a way as to contain an introduction, a body, and a conclusion.
2. The introduction and the conclusion should be so titled and indicated on the outline. However, the term "body" may be excluded as the Roman numerals will indicate the Body and its sub-topics.
3. The first letter of each outline heading and sub-topic heading must be capitalized.
4. Periods should never be used as end punctuation unless the items are complete sentences. However, for the sake of clarity, question marks and exclamation points may be used.
5. Topic headings and sub-topic headings should be prefaced with a series of alternating figures and letters. Insert a period after all figures and letters except those followed by a mark of parenthesis.

I.

A.

B.

1.

2.

a)

b)

(1)

(2)

(a)

(b)

i.

ii.

II.

A.

B.

1.

2.

¹⁰ See *Ibid.*, p. 463.

6. The use of a single sub-topic heading should be avoided whenever possible. It is better to combine the single sub-topic idea with the principal topic.

I. Subjects for which Search Warrants may be issued:

"Poor"

- A. Personal Property
1. Stolen
 2. Embezzled
 3. Fraudulently obtained
 - a) By false pretenses

"Better"

- A. Personal Property
1. Stolen
 2. Embezzled
 3. Fraudulently obtained by false pretenses

7. Topic and sub-topic headings should be as concise as possible. Positive statements are much better than questions.

I. Search Warrants

A. Procedure in obtaining Search Warrants

"Poor"

1. Who issues?
2. When should we apply for a warrant?
3. When must the warrant be served?

"Better"

1. Any judge or justice of the peace may issue warrants.
ref: Chap.38/ para. 692
 - a) Daytime warrant requires the signature of one judge.
ref: Chap.38/ para. 693
 - b) Nighttime warrant requires the signature of two judges.
ref: Chap.38/ para. 694.
2. Complainant should apply for a warrant as soon as possible after he learns of the offense.
ref: People v. Holton, 326 Ill. 481
3. The warrant should be served as soon as possible after its issuance.
ref: John J. Cogan, *The Law of Search and Seizure*,
Champlin-Shealy Company,
Chicago, 1950, p. 46.

8. Be sure to emphasize the topic's importance by incorporating a strong conclusion.

Needless to say, outlines will tend to differ according to the instructor's training, the type of presentation, and the objectives of the course itself. However, an effective presentation is contingent upon successful planning and preparation; and any attempt to prepare without due consideration to the inclusion of an outline is bound to result in an ineffective and more than likely unsuccessful presentation.

Make a Final Preparation: The completion of the outline is not synonymous with completion of preparation. The more inexperienced the instructor, the more essential is the final preparation. The instructor should confer with other instructors as well as superior officers for their opinions and counsel. When training new instructors, the Chicago Police Department conducts a "simulated teaching situation." In this plan, the instructor goes through his entire presentation before a class composed of experienced instructors. These officers will criticize and evaluate his presentation, particularly in these areas:

1. His knowledge of the subject matter
2. The correctness in his sequence of presentation
3. The relationship of the subject matter to the course objective
4. The degree of clarity and understandability of delivery
5. The tone and volume of delivery
6. His degree of self-assurance and confidence in self and presentation
7. His ability to motivate and hold interest of class
8. His ability to stress essentials
9. His ability to ask and answer questions
10. The effectiveness of summary and review in presentation

This "simulated situation" gives the instructor an opportunity to overcome stage fright and to obtain "constructive criticism" and develop self-confidence. This plan has proven to be very successful and is strongly recommended to other departments.

As a general rule, there will be a matter of several days or even weeks between the preparation and the presentation. Because of this time interval, the instructor cannot abandon his books and

and other reference materials until just before entering the classroom. He must keep up to date with his studying and the day before his presentation he should make a thorough review of his material. Before entering the classroom, he should take care of all last minute necessities, i.e., see that a sufficient number of mimeographed materials is available for distribution to the class, see that audio-visual aids are set up and ready for use, etc.

Presentation

The Presentation is that portion of the teaching sequence during which the teaching is actually done. It is at this time that the transmission of knowledge will take place, where there will be a communication of ideas passing from the instructor to the students. During the discussion of the Preparation, it was mentioned frequently that the police instructor must have both a specific knowledge and a general knowledge of his subject. Similarly, he must possess certain talents and skills if he is going to be able to successfully transmit his subject knowledge from himself to the members of the class. These necessary talents and skills will be explained from the standpoint of Presentation as a Method and as an Art.

Method of Presentation: When speaking of the Method of Presentation, we consider it an organized and established manner of procedure. It is the plan of approach or formation which the instructor will employ and has no relationship to the individualization or characteristics of the instructor. Rather, the method which the instructor will use is influenced by the characteristics of the subject matter, the purpose of the course, and the background of the class. Among the most common types of Methods of Presentation are:

1. The Pure Lecture
2. The Modified Lecture
3. The Demonstration
4. The Field Trip
5. The Simulated Situation

1. The Pure Lecture: The pure lecture is defined as "A discourse read or pronounced on any subject especially a formal or method-

ical discourse used for instruction.”¹¹ It is used most prevalently in the academic sphere on the college and professional school levels. Because it is so easy to copy, it has been abused in police training areas where it has been considered synonymous with just ordinary rambling talking by many pseudo police instructors. When the instructor has adequate knowledge of his subject, the lecture, if properly employed, can be a very successful teaching method. Its advantages are:

- a) It is the most readily and quickly adaptable of teaching methods.
- b) It presents a minimum number of administrative problems.
- c) It is an ideal method of introducing and summarizing subject matter.
- d) It is an ideal method to establish need or to motivate a class.
- e) It allows for a continuous flow of information from the instructor to the class.

The lecture certainly holds an essential position in the police teaching methodology, but it should never be considered a *sine qua non*. When overworked, it has these disadvantages:

- a) It places the entire work burden on the instructor. The class merely sits and listens.
- b) It requires the instructor to have exceptionally good delivery, a good speaking voice, and a highly interesting presentation.
- c) It seriously restricts class participation. There is only a limited exchange of ideas between the instructor and the class.
- d) The instructor is apt to present too much material for class understanding.
- e) It places considerable pressure on the instructor's ability to maintain class interest for an entire class meeting.

2. The Modified Lecture: The tendency to rely on the lecture as the only teaching method certainly reflects an inadequate understanding of teaching techniques. The process which develops from such planning—if it can be so called—is usually a

¹¹ Funk and Wagnalls, NEW STANDARD DICTIONARY OF THE ENGLISH LANGUAGE, New York, 1947, p. 1409.

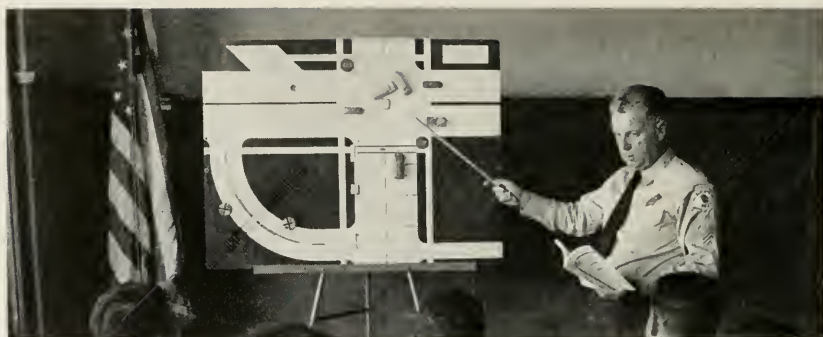


Fig. 15. The Modified Lecture enables the instructor to enliven his presentation. In this picture the magnetic board simplifies the explanation of a traffic accident.

boring and monotonous routine type of teaching. In situations where the lecture method is overstressed, classroom difficulties are bound to occur. Ordinarily, we find poor relationship between instructor and the class, rapport is lost, and only a slight degree of teaching is realized. These difficulties can be avoided if the lecture is supplemented by other teaching aids. This can extend from a simple question and answer session all the way to the showing of motion pictures.

- a) The instructor should ask questions. Call on various members of the group to explain the subject matter. The fact that this approach is being used will keep the class "on its toes" as no one wants to be caught daydreaming.
- b) The instructor should *ask for questions*. From time to time, the presentation of material should be halted and the class given an opportunity to ask questions. Perhaps they do not understand the subject matter. If so, the instructor should review what he has presented or explain the subject matter in a different way.
- c) The instructor should seek opinions and solutions. Allow for class participation. What does the class think about the justification for this subject? If they disagree, why? Have they misunderstood the subject or do they have merit to their arguments? This approach stimulates class thinking and creates interest.

- d) The instructor should use training aids and props. The employment of training aids provides versatility to the presentation, enlivens class interest, and explains the subject matter in a different manner. All of these facts make learning easier.

3. The Demonstration: This method of teaching stresses performance and action. "A demonstration occurs when the instructor performs an operation before a learner or group of learners."¹² It is a method which couples words and actions in order to realize student understanding. When this method is employed, the instructor will show in a step-by-step sequence the proper way of performing a particular activity or special skill. It can be used to explain routines, procedures, or modes of performances which cannot be clearly taught by the lecture method. When demonstrating a particular skill, the instructor must be careful and deliberate in his presentation so that the mode of performance can be absorbed and witnessed by all members of the class. To ensure retention, the demonstration should be followed by a period of practice during which time the police officers, on an individual basis, perform the demonstrated procedure themselves. "In some cases, the demonstration should be followed by a period in which the trainees attempt to execute for themselves the demonstration procedure. When the subject matter is adaptable, this method is highly useful."¹³

4. The Field Trip: In addition to learning by listening and by doing, we are also able to learn by observing. There are certain aspects of police duty which cannot be actually and completely understood until the individual has experienced the situation. However, the young officers can approximate actual experience by observing the reaction of experienced police officers as they perform in real situations. "Testifying in Court" and "Lockup Keeper's Duties" are situations which can be so categorized. The Field Trip is an organized visit or series of visits to various agencies within or allied to the police department in order to familiarize the police recruits with the function and operation of

¹² EMPLOYEE TRAINING IN THE PUBLIC SERVICE, *op. cit.*, p. 72.

¹³ *Ibid.*, p. 73.



Fig. 16. Police recruits "experience the real thing" when they attend roll call in a district station.

these agencies. Because the Field Trip is a recognized adjunct of Teaching Methods, it should be given adequate preparation and follow-through.

Successful training through field trips requires adequate planning and organization. The following steps should be taken:

1. Adequate preparation of participants through discussion and reading of material relating to field operations.
2. Preparation and distribution of charts, diagrams, and maps necessary to a clear understanding of procedures and relationships.
3. Advance notice to field personnel, so that the visit at each location may be planned effectively.
4. Requirement of reports of participants upon their return. These reports should be based on observations made on the trip.¹⁴

¹⁴ *Ibid.*, p. 72.

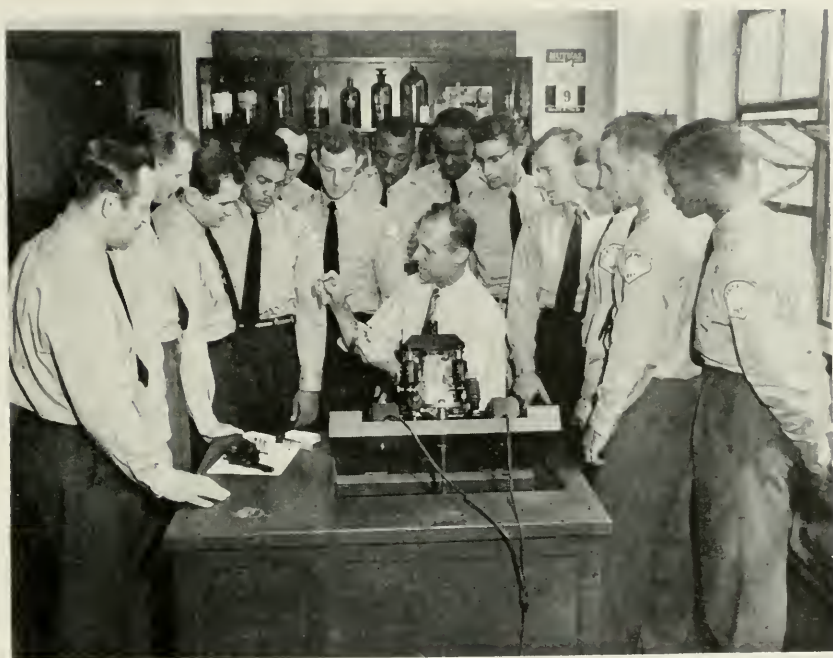


Fig. 17. The importance of ballistic examinations is explained by technicians to a group of recruits touring the Scientific Crime Laboratory.

The Chicago Police Department makes considerable use of the Field Trip method in its Recruit Training Program by conducting visits to:

1. The Municipal Court
2. The Felony Court
3. Central Police Headquarters
 - A. Police Crime Laboratory
 - B. Bureau of Records and Communications
 - C. Police Radio Complaint Room
4. The Fire Department
 - A. Fire Training School
 - B. Fire Alarm Office

5. The Simulated Situation: The Simulated Situation, also known as a skit, playlet or mock acting, is another way to diversify the teaching presentation. It is an effort to bring realism into the teaching plan by producing a facsimile of an actual situation. This is another type of learning by class participation. In

this method, a hypothetical police situation is presented in which the instructors or the students act out the plot. The rest of the class will observe, evaluate, or criticize the performance in terms of correctness of police duty. The presentation can be used to demonstrate the incorrect as well as correct manner of performance. The Chicago Police Department has used the simulated situation for several years in teaching "Desk Sergeant's Duties," "Crime Scene Search," "Moot Court," "Testifying in Court," as well as in its "Teacher Training Program." The New York Police Academy has enjoyed success with this method as explained by Inspector Robert Gallati:

Inaugurated in 1953 this section has achieved outstanding success in advancing the training of recruits by showing how difficult police situations should and should not be handled. A series of playlets is presented throughout the training schedule ranging from the proper service of a summons to the type of action to be taken at a fire.

These skits are written, produced and directed by members of the Academy staff and acted by members of the department. They are presented in the auditorium of the Baruch School and in the courtyard of the Police Academy which has been set up in a typical street scene with traffic, street lights, fire alarm boxes, hydrants and other equipment to simulate actual patrol conditions.

This section also cooperates with the Criminal Investigations School in portraying crime scene incidents. It has been recently instrumental in producing a film, "Moot Court Trial" used in the training of members of the force in proper procedure of courtroom conduct and testimony.¹⁵

Art of Presentation: At first glance, it may seem strange to consider teaching as an art and yet it would be stranger indeed to consider it anything less. Art is defined as "Skill in applying knowledge or ability to the accomplishment of a concrete purpose."¹⁶ Certainly that is exactly what the police instructor is doing when he enters the classroom. He is applying his talents

¹⁵ Letter from Inspector Robert Gallati, Commanding Officer Police Academy, New York City Police Department, August, 1957.

¹⁶ Funk and Wagnalls, *op. cit.*, p. 159.

in a multiplicity of ways in order to accomplish his particular goal—the education of police officers. Although a teacher is an educator, not all educators are teachers; some are administrators, others are writers, others specialize in research, some are scientists, and some are teachers. Each of these groups has a particular and essential talent which makes its places in the education field both unique and important.

A good portion of the teacher's talent will be found in his ability to develop the Art of Presentation. When we speak of the teacher's art of presentation, we are referring to his ability to transpose the pure and abstract knowledge into a sensibleness and meaningfulness equal to the capacity of the class to understand. The instructor meets a new challenge with every new group he teaches. Each group has its own composite personality, intelligence, desires, attitudes, and problems. Each group must be approached, counseled, instructed, and graded with a certain amount of consideration for its individualizations. Some must be inspired, some will need discipline, while others will need special help. The instructor's responsibility is to analyze each group and arrange his presentation to meet its level of abilities. If he is to teach these people, he must be able to express his subject matter in terms commensurate with their ability to understand. He should not "talk over their heads" nor should he insult their intelligence by "talking down" to them. Consider the following definitions of Arson:

Any person who willfully and maliciously sets fire to or burns or causes to be burned or who aids, counsels, or procures the burning of any dwelling house, or any kitchen, shop, barn, stable, or other outhouse that is a parcel thereof, or belonging to, or adjoining thereto, the property of himself or of another shall be guilty of arson. . . .¹⁷

Arson may be defined as an intentional and deliberate burning of a home or any part of the home.

If a fellow sets fire to his house and really wants to burn it up, it is not an accident, he has committed a crime called arson.

Although all of these explanation are quite correct—legally;

¹⁷ *Arson-Penalty*, SMITH-HURD ILLINOIS ANNOTATED STATUTES, Chapter 38, West Publishing Company, St. Paul, Minnesota, 1935, p. 55.

they could be rather confusing, inadequate, or insulting if expressed before the wrong class. As to which is which and what is what, only the circumstances and occasion can determine—therein lies the teacher's art!

The Division of Presentation: Regardless of whether we consider the teaching unit in terms of academic semesters or simply weekly or hourly meetings, the teaching unit is always divisible by three. A teaching outline regardless of size (it may be a yearly syllabus or a daily lesson plan), should consist of an Introduction, a Body, and a Summary.

A. THE INTRODUCTION: The first few minutes of the class period should be devoted to general orientation. The discussion matter of the orientation will vary according to the purpose of the meeting.

1. *The First Meeting:* When a group is brought together for the first time, they are curious, strange, uneasy, and perhaps even a little resentful. It is the instructor's job to overcome this.

Who are you? Identify yourself and explain your background. This will show the group that you are qualified to teach them.

What is to be taught? Explain in a general way what material will be presented and how it will be presented.

Why is it being taught? Reflect for a moment. What was the original purpose of the course? Are these the crossing guards, department administrators, or the detectives?

What is the student's responsibility? Will he be required to take notes? Will he be required to give reports? Will required readings be assigned? Will examinations be administered?

2. *Subsequent Meetings: Same Class and Same Subject:* In situations where the course requires more than one meeting, the Introduction should be used to:

Review: Every class meeting should start with a brief review of the previously taught material. The review serves as a "stamping in" process, aiding the class members to recall and recognize the essential items. It may be used as an oral

summary by the instructor, a question-answer session (either oral or written) or a general discussion of the material by the class participation method.

Show Relationships: A well organized lesson will move from point to point by progressive steps and the student must be able to realize the connection between yesterday's lesson and today's. He must be able to associate item with item in order to comprehend fully the entire lesson.

Answer Questions: The group should have an opportunity to ask questions concerning the subject matter presented at preceding meetings before going on to new material.

Explain Modifications: From time to time, the instructor will employ films, slides, or other teaching aids or use a demonstration in his teaching. The approach and the purpose of these aids in relation to the subject matter must be explained to the group.

Introduce: A certain segment of each Introduction should be devoted to the explanation of the daily lesson about to be taught.

3. *Examination Meetings:* When examinations comprise a certain portion of the training period, the instructor should use the Introduction to explain the significance of the test to the course, the method of scoring, the time allowed for the test, and other essential test information.

The Introduction is the proper place to encourage and motivate the class, to arouse their interest, or to overcome their indifference. If the instructor fails to develop the proper class receptiveness at the outset, the meeting is doomed! He should avoid such cliches as, "I was ordered here the same as you," "This stuff has to be taught so let's get at it," "Believe me, I don't know any more about this stuff than you do." Instructors have actually opened their course with such expressions and have later wondered why they could not maintain class interest. It would have been much better if they had stressed some special group interest, used a story the ending of which could be clarified by the course material, or cited a circumstance the solution of which justified the course.

B. THE BODY: This is the core of the actual teaching plan. It is at the point that the instructor must be able to prove he knows his subject. He must use every trick in his repertoire to teach his subject. The class must be convinced of its value to them, they must be made to analyze it, accept it or intelligently refute it. It is during the Body of the Presentation that the instructor presents his major points, explains them intelligently and clearly, and must be prepared to answer any questions concerning them.

The instructor must be certain that he never loses the class's attention or interest. At times, it may be a very difficult task to overcome apathy or disinterest. If the instructor should find that he is losing the attention of the class, he must be clever enough to recapture it. The best thing to do is to switch the technique, ask a question, interject a funny story or joke, illustrate the major point with appropriate police examples, use the chalkboard to diagram or visualize the idea. Remember that the instructor's responsibility is to teach, but people cannot be forced to learn, so if he has to entertain or humor the class occasionally to accomplish his purpose, he should do it!

How Does the Instructor Accomplish His Purpose: To ensure success in the teaching presentation three conditions are necessary: the police instructor must be "self-sold," he must speak in understandable language, and he must make his instruction both lively and diversified. Every salesman knows that he cannot convince others if he has not convinced himself. By the time the instructor has progressed to the presentation, he has acquired a thorough knowledge of his subject matter and realizes its value in terms of the police department. He should be sold on its importance, but above all, he should show that he believes in it. Instead, the instructor often gives the impression of being bored with the entire program. He seems to wish that he were somewhere else and by this time so does the class. The instructor must be alive, cheerful, and sincere. He should teach his subject by stressing its value to the individual police officer; in proving need—we win acceptance! Perhaps this subject will help save an officer's life, it may make his job easier, or it may reduce the amount of time he may have to spend in court. When the officer

is shown where he can benefit, he becomes interested, and once he is interested, he is conditioned to accept the idea.

Secondly, the instructor must explain his subject matter in words which are understandable to members of the class. At times we are tempted to flaunt our intelligence and impress our audience by using terms which are out of the ordinary. There are some instructors who derive great joy from using the unfamiliar technical and legal terms. They may say "asportation" rather than "carry away," or the law was "abrogated" instead of "repealed," or the men were "incarcerated" in place of "locked up." Of course, technical and legal terms cannot always be avoided nor should they be. However, when such terms are used, the instructor should stop and explain their meaning rather than use them indiscriminately. When teaching new police officers, the instructor should distribute a mimeographed list of legal terms together with their definitions. He can assign a few of these terms for home study. He will then open the next day's session with a short quiz on these terms which can either be written or oral. Because learning must proceed from the known to the unknown, presentations must be vivid and fundamental, and the importance of explaining new terms cannot be overstressed. Until a student is able to associate an unknown item with things which are familiar to him, he will be unable to grasp its meaning. The police instructor should do his utmost to present his subject in simple everyday terms whenever conditions permit.

Finally, the instructor must develop an interesting presentation. Contrary to prevalent ideas, education need not and should not be staid and dull. This type of teaching can be avoided by using examples, illustrations, diagrams, and other teaching aids. Because of his police experience, the instructor will have no trouble drawing suitable experiences from his recollections to enliven and illustrate his topic. The inexperienced instructor will tend to overplay the Pure Lecture. This should be avoided. The Education Unit supervisor should see that the instructors, experienced and inexperienced, develop presentations which are varied. Some provisions must be made to incorporate class discussions, field trips and audio-visual media into the teaching plan.

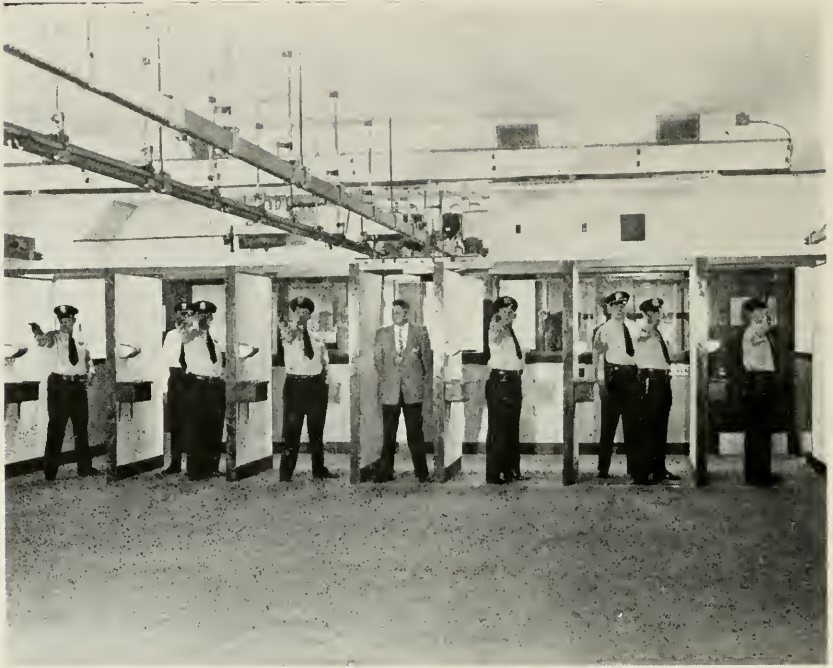


Fig. 18. A portion of the police education program must be allocated to the use of firearms. This picture shows In-Service target practice in Central Police Headquarters, Chicago.

C. THE SUMMARY: If an instructor were to suddenly pick up his teaching equipment and walk out of the room, he would cause considerable confusion because he would leave much unsaid and much undone. The class would wonder: Why did he do it? Is he coming back? What did he mean when he said . . .? Did he tell us everything? What do we study tonight? He leaves the class in doubt and misunderstanding. Had he remained, he could have cleared up all of these matters. As police educators, we would evaluate his Presentation as poor and consider him incompetent. It is doubtful if such a situation has ever occurred, but it does seem to be a rather common failing for teachers in all fields to carry the Presentation to the other extreme. They invariably continue the Body right up to time for dismissal. Similarly, this method does not eliminate doubt and misunderstanding

because there is no time left to clarify matters. The instructor must plan for the Summary. He should allocate, at least, the last five minutes of the class hour to the Summary.

The Summary has a very definite place in the teaching plan. It is the closing of the Presentation. It is the time to show relationships and associations; it is the place to use repetition and emphasis. When properly used, the Summary provides the instructor an opportunity to:

1. Review the subject matter of the present lesson.
2. Re-emphasize the essentials of the subject matter.
3. Answer any questions concerning the subject matter.
4. Show the relationship of today's lesson to preceding lessons.
5. Recapitulate the essentials of all lessons dealing with this particular subject.
6. Make assignments for home study.

Examination

The preceding sections have explained the methods of preparing and presenting the subject matter. However, somewhere along the way, the police instructor must stop and evaluate this teaching-learning relationship. He will want to find out: Is my teaching effective? Are these officers learning? The most effective way to answer these questions is to subject these individuals to an examination.

An examination may be broadly defined as any means used by an instructor to determine the amount of proficiency individuals have realized in a particular area. "In a general sense, a test is any instrument used in the measurement of any education or mental ability."¹⁸ Too frequently, the police instructor considers the examination as a device to be used solely to establish grades. The test is made, given, and scored. The grade is recorded in the instructor's grade book and the examination papers either destroyed, filed, or returned to the students. Later, the grades are forwarded to the Personnel Office where they are transposed to

¹⁸ Harry Green, Albert Jorgensen, & Raymond Gerberich, *MEASUREMENT AND EVALUATION IN THE SECONDARY SCHOOL*, Longmans, Green, & Company, New York, 1949, p. 650.

permanent records and then, like the Raven, are quoted "never more." The police instructor should realize that test results can be the source of considerably more information than merely grades for a course.

What Can Examination Results Reveal? Examinations can be beneficial by giving the instructor insight into the following areas:

1. Determining students' mastery of subject matter.
2. Evaluating instructor's teaching ability.
3. Stimulating learning.
4. Serving as a basis of selection.

Determining Student's Mastery of Subject Matter: The fundamental purpose of testing is to be able to measure a student's degree of achievement in a particular field. Test grades¹⁹ when properly interpreted, will reveal the amount of understanding a particular person has acquired concerning a particular set of facts. The test grade will likewise indicate whether the student has exceeded or failed to obtain an amount of skill or understanding commensurate with the standards acknowledged as being necessary for success. Thus, the expressions of "he passed" and "he failed" are commonly used to mean that a student has exceeded or failed to attain the minimum knowledge necessary to perform a particular job or to assume certain responsibilities.

Evaluating Instructor's Teaching Ability: "Another very important use of educational test results lies in the evaluation of methods of instruction. As a matter of fact, it is only since the development of educational tests to their present state of refinement that any particular evaluation of teaching methods has been feasible."²⁰ Examination results can be used to evaluate the instructor's ability as well as the student's understanding. The instructor can judge his teaching effectiveness by making a careful study of the class's performance on a test item by item basis. He will learn which items have been answered incorrectly by what percentage of the class and for what reasons. He will find

¹⁹ "A test score is a numerical expression of performance on the part of an individual." *Ibid.*, p. 574.

²⁰ *Ibid.*, p. 613.

out which items require more explanation and emphasis during the Presentation; what material gave the class the most difficulty and he will acquire insight as to how to overcome or bypass these difficulties during the next Presentation. Proper and careful study of test results will be invaluable in assisting the police instructor to reorganize his Presentation into a more meaningful and understandable technique. The following simple procedure has proven effective in analyzing test results as it reveals needed revisions in presentation technique and test construction.

TEST EVALUATION TECHNIQUE

This is a simple procedure which may be easily used to learn the reason for students' failure to correctly answer test questions. By using this procedure, the instructor will be able to obtain a fair evaluation of his presentation and testing techniques. As a general rule, when a test question has been answered incorrectly by a small number of the students, the fault will lie with these students. However, when a rather representative number of students, i.e., twenty percent or more, miss a test question, the fault may lie either with the students or with the teacher. As the percentage of errors per item increases, the burden of error will generally shift proportionately in the direction of the instructor.

After the test papers have been graded and the grades are recorded, the papers should be brought to class and distributed to their rightful owners. The instructor will lead a discussion of the examination. Starting with the first question, he will explain the test item by item, giving the correct answer and clearing up any misunderstanding concerning any point mentioned in the test. This discussion aids the students by showing them where and why they made mistakes and acts as a further review of the correct subject matter. It is an additional form of learning.

As the instructor leads the discussion of the examination, he should learn the reasons why the students answered the questions incorrectly. This information can easily be recorded on a sheet of 8½ by 11 paper simply by drawing three columns and heading them:

Test question Number	Number of students missing questions	Reason
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Assuming in a class of 35 police recruit officers, sixteen missed Question 1, nine missed Question 2, two officers missed Question 3, and eleven missed Question 4, the information might be recorded as follows:

<i>Test Question Number</i>	<i>Number of students missing question</i>	<i>Reason</i>
1	16	Majority claimed they did not understand the subject matter. Use clearer examples and different explanation next time.
2	9	Officers claim that they did not understand the meaning of term Divisible Offense. Stress use of legal vocabulary in home study.
3	2	Student error. They did not read question properly.
4	11	Difficult legal point involved here. More time must be devoted to this matter in presentation.

When this Evaluation Sheet is completed, it should be attached to a copy of the examination with a list of the correct answers and filed with the Outlines covering this portion of the Presentation. It can be referred to when reorganizing the course for its next presentation.

Stimulating Learning: Approaching examinations are among the greatest stimulants for learning. The test is the prime opportunity all students have to demonstrate their knowledge and skills. The approaching test serves as a prime mover in the adoption of proper study habits, in reviewing previously learned materials, and in re-awakening personal interest in job knowledge. When police promotional examinations are announced in Chicago, there is a spontaneous and electrifying re-awakening of interest and desire to learn more about police duties and skills. Officers start seeking information and answers to general and

specific police matters which, under ordinary circumstances, they would not bother about. This renaissance not only benefits the officers who are promoted but it has a corresponding effect on the efficiency and service of the entire police department.

Serving as a Basis of Selection: The test results are valuable indices to predict success in a particular phase of police duty. One way of doing this is to compare the individual's test grades with his job performance and effectiveness, considering the latter both before and after the instruction. The correlation between the test scores and the job effectiveness will help predict the success or failure among officers subsequently trained in the same program.

Examination Criteria: In order to properly and equitably evaluate the group's accomplishments by means of testing, the police instructor should have an understanding of the characteristics of a sound and irrefutable test, the varieties of tests, and the method of proper test construction. Although there is some degree of variance in enumerating the essential characteristics of a sound test, most authorities acknowledge the following as being among the most essential:

- Validity
- Reliability
- Adequate Comprehensiveness
- Objectivity
- Practicality

1. Validity: A test is acknowledged as being valid when it measures what it was made to measure. The true validity of a test lies in its correctness as an indicator of specific differences in the individual's ability to perform. A test cannot be valid in a general way because its validity lies in its relationship to the quality it is measuring and to the group it is testing. Thus, "Tests cannot correctly be described as valid in general terms, but only in connection with their intended use and at the intended ability level of pupils."²¹ A test which can validly rate recruit police officers in their knowledge of criminal law would not be valid

²¹ *Ibid.*, p. 54.

to determine their knowledge of First Aid (a different quality than originally intended), nor to determine the knowledge of Criminal Law possessed by a group of Criminal Lawyers (a different group than originally intended). A test is only valid when it is used in the way it was intended to be used.

In order to establish a test's validity, it is necessary to compare the test's results with an established and reliable source. The two most common ways of establishing a test's validity are known as: Curriculum Validity and Statistical Validity. In the former method, validity is established by ensuring proper coverage of the entire course material, and by being certain that the test is at a sufficient level of difficulty for the particular class, that is, that it is not too difficult or too easy. In the latter method, validity is achieved by obtaining an equitable agreement between the test result and one or more of the following: ranking from efficiency ratings, other types of grades made while in training, instructor's grades, compared score in similar tests, and employment performance in area covered by the examination.

2. Reliability: An examination is regarded as being reliable when it renders consistent measurements. "The reliability of an examination depends upon the efficiency with which a test measures what it does measure."²² This means that the examination will give the same results should it be administered more than once to the same group, or if different forms of the same test are given to the same group. Although validity is specific in nature, reliability is general. "Whereas validity means testing the qualities really meant to be tested, reliability means continuing to test something with the same results each time. If it is a matter of chance whether people do well or poorly on a test, then their scores will not represent what they really know about the subject or what skill they really have, and the test is said to be unreliable. A rule would be unreliable if it were made of a material which expanded and contracted with slight changes in temperature."²³

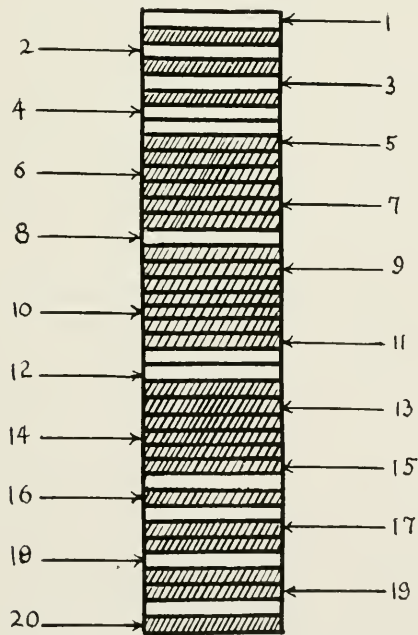
²² *Ibid.*, p. 61.

²³ Floyd Ruch, *PSYCHOLOGY AND LIFE*, Scott Foresman and Company, Chicago, 1948, p. 543.

3. Adequate Comprehensiveness: This rule requires that the test covers a representative cross section of the total subject matter. Try to consider a test as being a review of the total subject matter on a miniature scale. Many authorities refer to this as Adequacy of Sampling, and perhaps can be made clearer by the following example.

Figure 19 shows forty spaces which represent the total subject matter which the police student had an opportunity to learn. The twenty-eight shaded spaces represent items which he has learned and which he would be able to answer if asked in an examination. The twelve unshaded spaces represent items which the officer has not learned and which he could not answer if asked

FIGURE 19
THE PRINCIPLE OF SAMPLING²⁴



²⁴ Harry Green, Albert Jorgensen and Raymond Gerberich, *op. cit.*, p. 65.

in an examination. On this basis, the officer has mastered seventy percent of the total material presented by the police instructor.

If the items or exercises numbered 1 to 5 are selected, he will fail on all except item 5. However, if the last five items—16 to 20—are selected for the test, he will succeed on all except item 18. Thus, there is a variation from 20 percent to 80 percent of correct responses. Again, if he is separately tested on all the even-numbered and odd-numbered items, he will miss five and two items respectively, so his percentage scores will be 50 and 80. Finally, if he is tested on all 20 numbered items, he will miss seven and consequently have a percentage score of 65. It is to be noted that as the number of items selected is increased the pupil's success on the test more nearly approaches the actual amount of his information in this field. Thus it is clear that the extent of the sampling which the exercises in a test represent is an important factor in the accuracy of the scores. If the sampling is small, the scores are likely to be unfair to some pupils; if the sampling is ample, the scores are likely to be fair to all people.²⁵

4. Objectivity: An examination is considered objective when there will be no variation in its score regardless of who grades the test or how often it is graded. It is free from any personalized factors in determining its correctness. An objective test question will allow for only one correct answer, and because of this fact, the opinions, judgments, biases, or other human factors of the person correcting the examination will have no effect on the correctness of the answer. A test question which asks: "Two and two are ——" is highly objective because there is only one answer and the personality or feelings of the grade cannot affect the answer given by the student. Thus the rule of Objectivity adds strength to the rules of Reliability and Validity. The more common types of Objective Examinations are the Alternate Response, Multiple Choice, and Matching Exercises.

5. Practicality: At times, the instructor is apt to become so enmeshed in the technicalities of test construction that he may forget the practical aspects of the situation. Should this happen, his finished product becomes a monstrosity to administer, take,

²⁵ *Ibid.*, pp. 64-65.

and grade. The instructor should keep the following considerations in mind when making an examination:

- A. *Simple Administration*: The test should be made in such a way that it can be administered by any experienced police instructor. Lengthy and complicated directions should be avoided. When objective type questions are used, the manner of answering should be demonstrated by appropriate examples.
- B. *Correctness of Copy*: The test should be proof-read and edited before and after duplication. When errors are discovered after duplication, notation should be made on all copies. A copy of the examination and an instruction sheet indicating errors should be given to the examination prefect. When errors are numerous or lengthy, the copies should be destroyed and a new stencil made. The finished copy should be clear and easily read. When answers are to be recorded on the same page that contains the questions, sufficient room must be allowed for full answers.
- C. *Ease of Scoring*: The test should be arranged in such a manner as to allow for simple and easy scoring. Answer stencils should be made at the time the examination is made and a copy supplied to all persons responsible for correcting and grading papers.

Types of Examinations: Written examinations are generally classified into two forms: Subjective and Objective. The basic difference between the two types lies in the degree of freedom which the student has in expressing his answers and the extent of influence the grader has in evaluating the answer.

1. The Subjective Examination: The Subjective Examination, more commonly called the Essay, permits wider latitude in answering and in interpretation of the answers than does the Objective Examination. The Essay is an examination in which the police student is required to express his answer in his own words. Its principal characteristic is freedom in answering. Green *et al.* define the Essay Examination as: "A test to which the pupil ordinarily responds with written discussion of issues raised in several

broad questions.”²⁶ Traditionally, Essay Examinations have been identified by such terms as: discuss, explain, enumerate, outline the essentials, show the relationship, etc. However, present day feeling has resulted in a basic change which has given rise to the short type essay question. These are called the Completion Test or the Simple Recall Test.

Examples:

The Traditional Essay

1. List the five primary duties of a police officer.
2. Compare the “One man patrol car” versus “Two men patrol car” as an effective patrol device for this town.

The Simple Recall

1. According to Illinois law, if a group of persons gather together to do an unlawful act but separate without performing the act they would be guilty of forming:
.....

2. Name the three branches into which the Federal Government is divided:

1.
2.
3.

The Chicago Police Recruit School has been experimenting with a modification of the traditional Essay which is called the Picture Essay. See Figure 20. The test item is composed of a cartoon which depicts some sort of police situation and a group of questions which refer to the cartoon situation. Although the Picture Essay has been received favorably by the police recruits, its reliability and validity are yet to be established.

ADVANTAGES OF THE SUBJECTIVE EXAMINATION: Some of the advantages of the Subjective Examination are: it is regarded as the ideal test to measure a person's ability to verbally express himself, to evaluate situations, to criticize ideas, and to organize or summarize subject matter. As a general rule, Subjective Exami-

²⁶ *Ibid.*, p. 642.

FIGURE 20



1. Is this the proper setting for an interrogation?
2. List any mistakes and give the proper method.
3. An interrogator should not know the background of person to be interviewed as this may prejudice him. (T. F.) Explain.

nations are easy to construct and can be administered with a minimum of directions. They are readily adaptable to almost all types of subject matter. Because of its structure, the Essay Examination demands that students concentrate on learning *meanings* and *contents* rather than the mere *memorization* of facts and figures.

DISADVANTAGES OF THE SUBJECTIVE EXAMINATION:²⁷ The Subjective Examination is limited in its usefulness as a testing device due principally to its narrowness in sampling. Answering Subjective questions is time-consuming and ordinarily there is insufficient time to allow a thorough spread of subject matter test items. Another disadvantage concerns the grading of the test. Grading is time-consuming and extremely subjective; as a result, unless precautions are taken, wide discrepancies in grades may occur when tests are marked by different instructors or even by the same instructor at different times. "The rating given a paper depends considerably on contrast with the examination read im-

²⁷ These arguments are more applicable to the Traditional Essay rather than to the Completion or Recall test items.

mediately before. A "C" paper may be graded "B" if it is read after an illiterate theme, but if it follows an "A" paper . . . it seems to be of "D" calibre. Standards, moreover, are likely to shift from time to time, hence it is undesirable to read a fraction of the papers at intervals."²⁸ Grades are also influenced by the instructor's general opinion of the police recruit. Such minor factors as the neatness of the test paper, the clearness of the individual's handwriting, and the length of the answers have been known to affect the grading.

IMPROVING THE SUBJECTIVE EXAMINATION: The Subjective Examination should not be abandoned simply because of the availability of standardized Objective Examinations. The Subjective Examinations still maintain an essential position in the training program. They can be used most advantageously as a means of evaluating the reasoning talents of superior officers.

The instructor should make every effort to avoid ambiguity in his test questions, that is, avoid wording or phrasing the question in such a manner that it could possibly be interpreted in more than one way. "The different meanings that words have for different people is a source of constant and subtle errors in the interpretation of questionnaire results. The word 'kinds' as in, 'What kinds of powder do you use?' is sometimes taken to mean what brands; sometimes the answer will be in terms of form (loose or compact); and sometimes in terms of color . . . the word 'publicly' has different meanings to different people in such a question as, 'Is the electric utility in your community privately or publicly owned?' Some responded that it was publicly owned because the public owned the shares."²⁹ Ambiguity can be avoided by a careful selection of terms in wording the questions and by having another instructor read the questions to see if he interprets them in the manner that the test constructor intended.

When scoring the examination, the grader should have a complete list of the correct answers together with a list of values to

²⁸ Arthur Gates, Arthur Jersild, T. R. McConnell, & Robert Challman. *EDUCATIONAL PSYCHOLOGY*, The Macmillan Company, New York, 1950, p. 558.

²⁹ George A. Lundberg, *op. cit.*, p. 195.

be assigned to each complete and each partial answer. This information should be supplied by the police instructor who prepared the questions.

When correcting Essay Examinations, it is easier and less time-consuming to correct a single question rather than a single examination test paper. The instructor will find it to his advantage to check Question 1 on all papers rather than to follow through and correct Question 1, 2, 3, 4, 5, etc. on a single test paper.

2. The Objective Examination: The Objective Examination is characterized by exactness in answering and in grading. Its ability to negate liberal interpretation of answers on the part of both student and grader has resulted in its wide adoption in almost all situations where written examinations are used.

ADVANTAGES OF THE OBJECTIVE EXAMINATION: The principal advantages of the Objective Examination are: greater range of sampling, higher objectivity, and speed and efficiency in grading. The Objective Examinations, i.e., Alternate Response, Multiple Choice, etc., require a student to do a minimum of writing. The brevity in answering provides an opportunity to insert more test questions without lengthening the class period thus extending the range of subject matter which can be tested. The Objective Examination is constructed in such a way that it leaves no doubt as to the student's answer. Thus, there is no occasion for conjecture, bias, misinterpretation, etc., to interfere with the student's true grade. Because of the exactness in answering, correcting of Objective Examinations is both quick and efficient. If ready-made answer sheets and a stencil answer sheet (a copy of the answer sheet with holes punched to indicate the correct answers) are used, correcting of examinations becomes a simple and rapid procedure. Whenever an answer stencil is used, two instructors should be assigned to correct the examinations. The first step is to arrange the papers in alphabetical order, then one instructor corrects the papers and the other instructor grades the papers. The correcting instructor simply places the answer stencil over the answer sheet and counts the number of check marks seen through the holes in the answer stencil. He records the total in the space marked "No. correct answers: ——" (see Figure 21)

FIGURE 21

NAME _____			DATE _____		
LAST FIRST MIDDLE			Number of Correct Answers _____		
STAR _____	GROUP _____	SUBJECT _____	GRADE _____		

1. a b c d e	33. a b c d e	65. a b c d e	97. a b c d e
2. a b c d e	34. a b c d e	66. a b c d e	98. a b c d e
3. a b c d e	35. a b c d e	67. a b c d e	99. a b c d e
4. a b c d e	36. a b c d e	68. a b c d e	100. a b c d e
5. a b c d e	37. a b c d e	69. a b c d e	101. a b c d e
6. a b c d e	38. a b c d e	70. a b c d e	102. a b c d e
7. a b c d e	39. a b c d e	71. a b c d e	103. a b c d e
8. a b c d e	40. a b c d e	72. a b c d e	104. a b c d e
9. a b c d e	41. a b c d e	73. a b c d e	105. a b c d e
10. a b c d e	42. a b c d e	74. a b c d e	106. a b c d e
11. a b c d e	43. a b c d e	75. a b c d e	107. a b c d e
12. a b c d e	44. a b c d e	76. a b c d e	108. a b c d e
13. a b c d e	45. a b c d e	77. a b c d e	109. a b c d e
14. a b c d e	46. a b c d e	78. a b c d e	110. a b c d e
15. a b c d e	47. a b c d e	79. a b c d e	111. a b c d e
16. a b c d e	48. a b c d e	80. a b c d e	112. a b c d e
17. a b c d e	49. a b c d e	81. a b c d e	113. a b c d e
18. a b c d e	50. a b c d e	82. a b c d e	114. a b c d e
19. a b c d e	51. a b c d e	83. a b c d e	115. a b c d e
20. a b c d e	52. a b c d e	84. a b c d e	116. a b c d e
21. a b c d e	53. a b c d e	85. a b c d e	117. a b c d e
22. a b c d e	54. a b c d e	86. a b c d e	118. a b c d e
23. a b c d e	55. a b c d e	87. a b c d e	119. a b c d e
24. a b c d e	56. a b c d e	88. a b c d e	120. a b c d e
25. a b c d e	57. a b c d e	89. a b c d e	121. a b c d e
26. a b c d e	58. a b c d e	90. a b c d e	122. a b c d e
27. a b c d e	59. a b c d e	91. a b c d e	123. a b c d e
28. a b c d e	60. a b c d e	92. a b c d e	124. a b c d e
29. a b c d e	61. a b c d e	93. a b c d e	125. a b c d e
30. a b c d e	62. a b c d e	94. a b c d e	
31. a b c d e	63. a b c d e	95. a b c d e	
32. a b c d e	64. a b c d e	96. a b c d e	

Signature: _____

and passes the answer sheet to the grading instructor. The grading instructor scans the answer sheet to see that the student has not checked more than one response per question. This would not be discovered by the correcting instructor as he can only see the check marks that correspond to the holes in the answer stencil.

24		C			24	A	B	C	D
			D		25	A	B	C	D
		C			26	A	B	C	D
		B			27	A	B	C	D
		B			28	A	B	C	D
29	A				29	A	B	C	D
What the correcting instructor sees					What the grading instructor sees				

In the above example, the police student has checked Letters A and C in Question 26. The correcting instructor will count this as a correct answer, however, the grading instructor will discover the double answer and make the change in the total recorded in “No. correct answers: —.” After double checking the answer sheet, the grading instructor will determine the test grade. This is done by multiplying the total of correct answers by the value assigned per test item. If the test is composed of fifty questions, each question has a value of two points, thus forty-one correct answers would give a grade of eight-two. The formula is expressed: “Number of correct answers times the value per test item equals final grade (41 x 2 = 82). The grade is recorded on the student’s answer sheet and in the instructor’s grade book.

DISADVANTAGES OF THE OBJECTIVE EXAMINATION: These tests stress the student’s ability to remember and recall facts and figures rather than the talents of thinking through on problems and logical arrangement of materials. Some educators point out that the Objective Examination encourages persons to guess the answers rather than to attempt to reason out the answers. Proponents of the Objective tests counter this point by stating that it is not guessing but rather the ability to discriminate and analyze that is encouraged. However, it does not seem wise to overplay the Objective Examination in police education. Its constant

use will lessen the opportunity to develop and use the officer's ability to clearly and validly express himself, to logically think through problems and issues, and to organize his material in proper and understandable form—all of which are highly essential in writing police reports.

3. The Alternate-Response Examination: This is a testing situation in which the student is to decide whether a given statement is correct or incorrect. Generally, he indicates his answer by underlining or encircling the word: True or False; Yes or No.

Examples:

The Alternate-Response Test Item

- | | | |
|---|------|-------|
| 1. Homicide is the killing of a human being by another human being. | True | False |
| 2. The right of the U. S. Supreme Court to examine and reverse decisions of lower federal courts is known as Original Jurisdiction. | True | False |

To reduce the success in guessing the answers, instructors often insert a third alternative answer, such as: unknown, doubtful, or sometimes. Another modification of the Alternate-Response Test requires the student to give the correct answer if he considers the given statement to be in correct.

Examples:

The Modified Alternate-Response Test Item

- | | | | |
|---------------------------|------|-------|-----------|
| 1. Homicides are unlawful | True | False | Sometimes |
| 2. Homicides are unlawful | True | False | |

Homicides such as murder and manslaughter are unlawful, however, certain homicides known as Justifiable and Excusable are not punishable and persons indicted for these homicides are acquitted and discharged.

IMPROVING THE ALTERNATE-RESPONSE TEST ITEM: In order to ensure Validity and Objectivity in the Alternate-Response Test Items, it is suggested that the police instructor follow these suggestions when constructing examinations.

1. Be sure that the statement is not partly true and partly false. In the example below, the main clause is true but the subordinate clause is false. The Commissioner of Police, who is elected for a six year term, has the power to make all rules and regulations governing the conduct of members of the Police Department. True False

2. Avoid using double negatives. "Remember that words like scarcely, hardly, barely, nothing, nobody, and never are negative."³⁰
Efficient police work is *not* accomplished with *no* training. True False

3. Never use verbatim statements from text books or other reference materials as test questions.
"The routine and emergency orders requisite to the conduct of the affairs of the department shall be issued by the Commissioner of Police, and all members and employees of the department shall be subject to said orders."³¹ True False

4. Do not make true statements longer than false statements or vice versa.

5. Try to have a fairly equal proportion between true statements and false statements. Have the true and false statements randomly distributed throughout the test.

6. It is advisable that the following words be omitted from Alternate-Response statements as they are considered "Hint Terms" and encourage guessing.
Statements are most often true if they contain the following words:

1. Frequently	5. Maybe
2. Occasionally	6. May
3. Generally	7. Some
4. Sometimes	8. Often

³⁰ Michael P. Kammer, S. J., & Charles W. Mulligan, S. J., *op. cit.*, p. 140.

³¹ Chicago Police Department, RULES AND REGULATIONS, POLICE DEPARTMENT OF THE CITY OF CHICAGO, Rule 8, p. 8.

Statements are generally false if they contain the following words:

- | | |
|-------------|-------------|
| 1. Never | 5. Nothing |
| 2. Always | 6. No |
| 3. All | 7. None |
| 4. Entirely | 8. Everyone |

4. The Multiple Choice Examination: This is a testing situation in which the student is required to answer a question or complete an unfinished statement (called a stem) by selecting the correct answer from three or four choices (called alternative responses) supplied by the test author.

Examples:

The Multiple Choice Test Item

1. The Uniform Crime Report for last year stated that there were 334 acts of vandalism in one city. It also stated that there were 4547 crimes committed in that city. What percentage of that city's crimes were not crimes of vandalism?
A. 7%
B. 93%
C. 84%
D. 16%
2. In some states murder is a crime punishable by death. Bill Smith has been sentenced to receive the death penalty, therefore
A. Bill Smith is from a state where murder is a capital offense
B. Bill Smith is from a state where murder is not a capital offense
C. All those guilty of committing murder are sentenced to death
D. Bill Smith may have committed murder

ADVANTAGES AND DISADVANTAGES OF THE MULTIPLE CHOICE EXAMINATION: The Multiple Choice Examination is perhaps the most popular type of written examination in use today. The reason for this wide acceptance is its high rate of objectivity. It is regarded as a good test to use when measuring personal judgments, deductive reasoning and discriminative ability. It is an

extremely easy test to grade and it is suitable for all types of subject matter. The major difficulty in using this test lies in the construction of the test questions. The instructor must be certain that each alternative response is reasonably related to the question or statement and at the same time be sure that only one response is the correct answer.

IMPROVING THE MULTIPLE CHOICE TEST ITEM: In order to ensure Validity and Objectivity in the Multiple Choice Test Items, it is suggested that the police instructor follow these suggestions when constructing examinations.

1. The question or the stem, whichever is used, must be worded in such a manner that all alternative responses will seem plausible.
2. Avoid using obviously incorrect responses. They detract from the test item's validity as they are the same value as having no response at all.
3. It is generally acknowledge that a test item should have four alternative responses. Less than four helps guessing and more than four or five may confuse the student or require re-reading.
4. The alternative response: "None of the above," should be used sparingly and only when the correct response is included.
5. Alternative responses should be constructed in such a manner as to provide sentence continuity and correct sense meaning to the question or the stem.

5. The Matching Exercise: This is a testing situation which consists of two or more columns of items which have a relationship between them. The student is required to match the items in one column with the items in the other column on the basis of this relationship. The Matching Exercise is most useful and effective in testing relationships, associations, and meanings. It is ideal for pairing events and dates, words and their definitions, causes and effects, and authors and their works.

Example:

The Matching Exercise

Directions: Fit the authors listed in Column A with the books listed in Column B. Indicate your answers by writing the letter of the man in the space at the left of each Book.

COLUMN A

COLUMN B

1.

A. Ashenhust	.....	Police Systems in the United States
B. Diethelm	.....	The Investigation of Death
C. Ewalt	.....	Police and the People
D. Houts	.....	Ethics in Police Service
E. Hunt	.....	Mental Health Administration
F. O'Hara	.....	Treatment in Psychiatry
G. Inbau	.....	The Clinical Psychologist
H. Merkeley	.....	From Evidence to Proof
I. Kookon	.....	Fundamentals of Criminal Investigation
J. Smith		
K. Wilson		

IMPROVING THE MATCHING EXERCISE TEST ITEM: In order to ensure Validity and Objectivity in the Matching Exercise Test Items, it is suggested that the police instructor follow these rules when constructing examinations.

1. Be consistent in the classification of materials within each column, i.e., place all terms to be defined in Column A and all definitions in Column B.
2. It is best to have one column contain two or three more responses than the other column. This helps to reduce successful guessing when most of the items have been paired.
3. Columns should contain between eight and twelve items. Fewer than eight aids guessing and more than twelve may require frequent re-reading of items.
4. Directions as to proper manner of matching must be included. Generally, matching is done from left to right.
5. Matching Exercises must be completed on one page. Never put part of the Matching Exercise on one side of the page and continue the remainder on the next page.

Review

The Review is the final portion of the teaching sequence. At first glance, it may be mistaken for the summary. Although its objective—to recapitulate, summarize or repeat essential subject matter—is identical to the summary's, it differs in duration. Whereas the summary is a segment of the Presentation, the Review replaces the Presentation. Because it is a vital teaching function, the instructor should devote adequate time and effort in preparing the Review. It should never be a spontaneous time-killing activity.

The Review becomes a beneficial teaching device when it is used just prior to and immediately following an examination. The Pre-Examination Review is extremely helpful to all students as it stresses the fundamental which must be learned and which more than likely will comprise much of the test material. The Post-examination Review is helpful to the instructor and the students. It affords the instructor an opportunity to evaluate his presentation (see pages 86-99). This thorough restatement of the examination materials aids the students to retain the subject matter. Review assists retention and the alert instructor never overlooks an opportunity to restate or rephrase his teaching materials. He will make it a practice to devote an occasional class period to a Review, especially after several Presentations of difficult materials have been made.

The Review is an essential teaching tool because it provides additional opportunity to:

1. Review the subject matter of several recent Presentations for the purpose of general retention or for specific testing.
2. Understand the relationship of recent lessons to preceding lessons.
3. Discuss the essentials of all lessons dealing with a particular subject. Such a situation is most apt to occur following an examination.
4. Permit students to ask questions about particular matters which they still do not understand.

CHAPTER RECAPITULATION

Education and training are acknowledged requisites for efficient police performance. However, to be lasting and helpful, this education must be channeled and directed by properly educated individuals. This chapter has been devoted to the task of explaining the professional teacher's skills and talents in a way appropriate to the police instructor.

Police administrators must realize that not any police officer can be a police instructor. The success of any teaching-learning relationship is contingent upon the instructor's ability and DESIRE to do a good job as a police educator. The police instructor must guide and assist the police students—regardless of their rank—toward the acquisition of an understanding of the necessary knowledge and skills required of professional law enforcement officers.

Teaching is not synonymous with lecturing. Teaching is an organized and scholarly method employed by one person to assist and induce other persons to improve themselves. To be effective, teaching requires advance study and planning, interesting presentations, helpful demonstrations, constant evaluation of progress, and frequent reviewing of the subject matter.

The instructor will begin his preparation by determining the cause for the training. He will seek the essential information from all possible sources: written and unwritten; technical and untechnical. He will make subject outlines and examination questions. His rule of thumb must always be: "I will know all there is to know about my subject!" He must be prepared to answer almost any question asked about his subject.

Presentations must be interesting and varied. It is helpful to alter the teaching method by using audio-visual aids, field trips, demonstrations, and simulated situations.

In order to measure retention and understanding, testing plays an important part in the teaching sequence. When properly constructed and analyzed, tests can provide insight into many factors germane to the teaching-learning relationship. Examinations, regardless of the type, must be valid, reliable, comprehensive, objective, and practical. The Subjective Examination is the best

technique to measure a person's ability to organize materials, evaluate situations, and criticize ideas. Its major weakness is the lack of objectivity. On the other hand, the Objective Examination has the advantages of wider range of sampling, higher objectivity, and efficient grading. Its principal disadvantage is its stress on memory talents rather than verbal expression.

Although the police instructor's position as a skilled technician is slow to materialize, as police work continues to become more specialized and technical, the importance of the police educator will continue to grow.

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An important aspect of police training is the never-ending search for newer methods of developing the police recruit into a more valuable and efficient police officer. This is being accomplished more and more through the application and use of visual aids in teaching.

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IV



Fig. 22

Audio-Visual Aids in Police Teaching

ALTHOUGH man is capable of acquiring some things simply through the process of osmosis, needless to say, education does not lie within that category. Education requires position activity on the part of the learner. The student must participate in the learning situation, that is, he must think, analyze, evaluate, discuss, criticize, accept or reject the subject matter—all these mental processes are positive activities. The day dreamer, the doodler, the sleeper learn little simply because they are not making any positive effort to learn. As Kingsley points out: "The learning took place through activity; and, the result was a new kind of performance or a change in the form of activity. Moreover, these two features will be found in all other cases of learning. They mark the essential nature of all learning. Whenever one learns, he does something; whenever one learns, his manner of reacting, his performance, his activity is modified."¹

At one time or another, we have witnessed the culmination of the learning process found in the skillful performance of an artist, an artisan, or an athlete. Similarly, we have enjoyed the satis-

¹ Howard L. Kingsley, *THE NATURE AND CONDITIONS OF LEARNING*, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1946, p. 25. Reprinted by permission of the publishers.

faction of self-accomplishment only realized after many hours of practice and study. In both of these situations, the two conditions coincident to the learning process are evidenced. "With respect to learning, two things are directly observable: first, the activity through which learning takes place; and second, the results of that activity in the form of a change in the learner's performance."² Learning is an extremely essential and personalized function of man's daily existence, it commences long before he encounters any formal schooling and continues long afterwards. "Newcomb talks of the infant's first learning as the 'meeting of protoplasm and society.'"³ Whereas Kingsley explains it in this manner: "As soon as a child is born, or possibly before, he begins to learn, and he continues to do so throughout his whole life."⁴

Because learning is a natural human process, man is capable of learning some things by himself. However, in many instances, the self-taught processes are cruder in form, less effective in result, and more time-consuming in performing than are those accomplishments realized through supervised and instructed methods. This is partially attributable to the individual's ability to learn, his desire to learn, and his need to learn.

When the learning situation is transposed from the self-taught process to the formal atmosphere found in schools and colleges, the self-learner becomes a student and is the recipient of efficient and skilled guidance provided by the instructor which aids the learning process. The paramount advantages of this system lie in the teacher's ability; first, to understand the problem of individual differences in desire, ability, and capacity which will exist in some degree regardless of how homogeneous the class grouping may be; and, second, to compensate for these individual differences in order to make the presentation meaningful for all students. To a considerable degree, these individual differences and

² *Ibid.*, p. 31.

³ Edgar Dale, *AUDIO-VISUAL METHODS IN TEACHING*, Revised Edition 1956. The Dryden Press, New York, copyright 1954. Reprinted by permission of the publishers, p. 14.

⁴ Howard L. Kingsley, *op. cit.*, p. 1.

the corresponding problems which accompany them can be resolved by the skillful employment of audio-visual techniques, this is shown in Figure 23.

Audio-Visual Techniques and Motivation:⁵ A student's efficiency and speed in learning is directly related to his desire to learn. "An individual's activity and the learning that results from it in a given external situation are determined in part by the pattern of motivating conditions present at the time."⁶ Although it has been said many times that the desire to learn must come from within the student himself and that the teacher's responsibility is simply one of guidance; the relationship between teacher and student is rather analogous to the musical conductor and his orchestra. The conductor sets the tempo, and creates the enthusiasm when leading his musicians in a moving presentation. When the conductor's desire and enthusiasm are high they are reflected in the musicians' presentation and soon the entire audience is caught in the spirit and feeling of the occasion. In much the same way, the police instructor's responsibility is far more than mere guidance. He must create the tempo, the feeling, and the atmosphere for learning so that it is reflected in the members of the class. The instructor must employ variety to stimulate interest and offset indifference and monotony. The use of audio-visual aids is an excellent method of accomplishing this end.

Audio-Visual Techniques and Understanding: A primary factor in the teaching-learning relationship is the police instructor's ability to make the Presentation meaningful to the entire class. At times, this can be a more complicated task than the instructor realizes. However, when we delve into the family background, academic education, and work experience of any group of police students, we will readily see the vast dissimilarity among them. The influence of background upon understanding can be readily seen from this quotation from Kingsley.

⁵ For an explanation of Motivation as a factor in firearm instruction see Bernard Dier, *Police Shooting Incentives*, LAW ENFORCEMENT OFFICERS SERVICE BULLETIN, Remington Arms Company, Inc., Bridgeport 2, Conn., Vol. 13, No. 1, pp. 1-2.

⁶ Howard L. Kingsley, *op. cit.*, p. 77.

FIGURE 23

RELATIONSHIP OF INDIVIDUAL DIFFERENCES TO EFFECTIVE PRESENTATION

<i>Individual Differences</i>	<i>Problem</i>	<i>Solution</i>	<i>Audio-Visual Effects</i>
Lack of interest in the subject matter	Negligible learning as students refuse to participate in active way	Teacher must motivate and create interests	Diversification of presentation often stimulates the desire to learn
Some students will have only a limited ability to learn	Negligible learning for even though student tries, he has difficulty in absorbing subject matter	Teacher must make presentation meaningful and easily understood	Diversification of presentation often makes learning easier
Highly intelligent students may have little difficulty in learning the subject matter	Learning is easy for student and if class is heterogeneously composed, these students become uneasy because of "monotonous-slow" (for them) type presentation	Teacher must keep the presentation active and stimulating to hold interest of these students	Diversification of presentation makes learning interesting and an enjoyable experience
Curriculum growth	Additional subjects must be added to curriculum from time to time, but there is a limit as to duration of education program	Teacher must quicken the learning process without by-passing any essential materials	Help to accelerate the learning process without detracting from its meaningfulness

When the hearer's *experience background* differs from that of the speaker, the former may put an entirely different construction upon the words of the speaker than that which was intended. A newspaper report told of two bandits who entered the office of a firm in New York, covered the employees with pistols, and demanded the payroll. "Let 'em have it," said the proprietor to his employees, meaning that they should hand over to the holdup men the \$550 payroll. But these words carried a different meaning for the bandits. They thought the proprietor was telling someone to shoot them, so they opened fire. Two bullets struck and killed the man. The bandits fled without the payroll.

A statement may be misunderstood because of an inappropriate meaning conveyed by some key word. . . . A man who was seeking employment was told that a job was open at the Eagle Laundry, but he did not think he could qualify because he had never washed an eagle.

Words that sound alike but have various meanings are frequently sources of faulty comprehension, particularly when the child is more familiar with an inappropriate meaning than with the one needed. This type of confusion is shown by the student who wrote on his geometry paper, "A hole is equal to some of its parts."⁷

Due to such heterogeneous situations, the police instructor will find it necessary to constantly rephrase and re-explain the subject matter in order to reach all levels of understanding found in the class. At times, the instructor is apt to become impatient with the students and yet he should realize that one reason why he knows the subject well is because he has been teaching it so long. A good rule of thumb might well be: "How many ways can I explain this point?" To teach that "4 is the sum of $2+2$ " is proper and correct. But is it sufficient? Are all students incorrect who think that "4 is the sum of: $1+1+1+1$ or $1+1+2$ or $1+2+1$ or $2+1+1$ or $1+3$ or $3+1$?"

To explain that fingerprints are composed of things called deltas, whorls, arches, loops, ridges is not sufficient either. Again, "How many ways can I explain this point?" A rough sketch drawn on the chalkboard can show the similarity of the river

⁷ *Ibid.*, p. 337.

delta to the fingerprint delta. Film slides can be used to show the major points of identification. Mimeographed papers such as those shown in Figure 24 can be distributed to the class. These papers show the principal points of fingerprint identification and the causes for improper prints. Allowing the students to take each other's prints will familiarize them with the techniques as well as change the classroom routine. Bulletin board displays on fingerprint classifications are helpful in making the learning process easier. Diversification in the Presentation is enriched by the use of audio-visual aids.

Audio-Visual Techniques and Curriculum Growth: The American way of life with its vast multiplicity of interests and needs compels the Police Educator to keep expanding the Police Curriculum. However, there is a limit to how far the Police Education Programs can be expanded. There is a very practical question of finances—just how long can police officers be kept in school at city expense? This and allied problems compel the Police Educator to seek ways to improve teaching techniques in order to accelerate yet not impair the learning process. The Police Educator like educators in all fields must employ audio-visual techniques to realize this objective.

Audio-Visual Aids' Contribution to Police Education: That audio-visual aids are needed in Police Education is not to be denied. They help tremendously to improve teaching and to make learning a more pleasant and meaningful experience. Although the full versatility and use of this technique in Police Education is yet to come, its adoption and employment is indicative of the progressive steps in Police Education in recent years. Their value as a teaching implement is aptly explained by Professor Edgar Dale:

What can be said of audio-visual materials as a whole? The following claims are supported by research evidence. Charles F. Hoban, James D. Finn, and Edgar Dale have found that audio-visual materials, when properly used in the teaching situation, can accomplish the following:

1. They supply a concrete basis for conceptual thinking and hence reduce meaningless word responses of students.

FIGURE 24

CHICAGO POLICE DEPARTMENT
TRAINING DIVISION

INSTRUCTIONS

To obtain classifiable fingerprints:

1. Use printer's ink.
2. Distribute ink evenly on inking slab.
3. Wash and dry fingers thoroughly
4. Roll fingers from nail to nail, and avoid allowing fingers to slip.
5. Be sure impressions are recorded in correct order.

6. If an amputation or deformity makes it impossible to print a finger, make a notation to that effect in the individual finger block.
7. If some physical condition makes it impossible to obtain perfect impressions, submit the best that can be obtained with a memo stapled to the card explaining the circumstances.

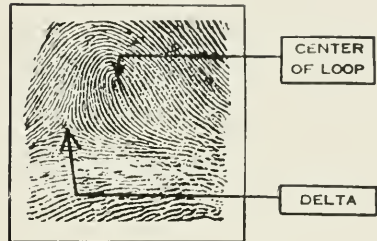
8. Examine the completed prints to see if they can be classified, bearing in mind the following:

Most fingerprints fall into the patterns shown (other patterns occur infrequently and are not shown here):

- (a) A delta is the point at which the lines forming the loop or whorl pattern spread and begin going in different directions. All loop prints have one delta. Whorl prints have two.
- (b) Loop prints cannot be classified unless the center of the loop and the delta, and the lines between them, are clear.
- (c) Whorl prints cannot be classified unless the two deltas and the lines connecting the deltas are clear.
- (d) Arch fingerprints can be classified if a sufficiently clear impression is obtained to permit identification of the pattern as being an arch.

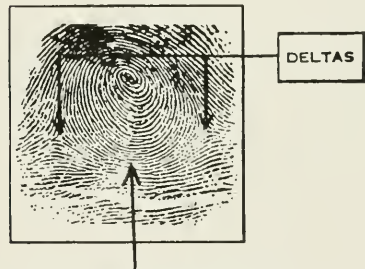
9. If, upon examination, it appears that any of the impressions cannot be classified, new prints should be made. If not more than three impressions are unclassifiable, new prints of these fingers may be taken and pasted over the defective ones. If more than three are unclassifiable, make a new chart.

1. LOOP



THE LINES BETWEEN CENTER OF
LOOP AND DELTA MUST SHOW

2. WHORL



THESE LINES RUNNING BETWEEN
DELTAS MUST BE CLEAR

3. ARCH



ARCHES HAVE NO DELTAS

2. They have a high degree of interest for students.
3. They make learning more permanent.
4. They offer a reality of experience which stimulates self-activity on the part of the pupils.
5. They develop a continuity of thought; this is especially true of motion pictures.
6. They contribute to growth of meaning and hence to vocabulary development.
7. They provide experiences not easily obtained through other materials and contribute to the efficiency, depth, and variety of learning.⁸

AUDIO-VISUAL AIDS AND THEIR APPLICATION

The Chalkboard

The chalkboard is among the oldest of teaching aids. "Educational historians have found that the use of some kind of wall boards on which to write is at least 400 years old."⁹ Its value lies in its flexibility and availability as a teaching device and when used in the proper manner it provides tremendous assistance to the police instructor's presentation. When we *put it on the board* we are taking the first step to reduce *over-verbalization*.

When the chalkboard is used merely to list new terms, give assignments, or record examination results, it is not being used very effectively. Professors Haas and Parker stress its value by stating: "As a 'point clincher' the blackboard is unequaled. The important points of a subject or problem may be driven home with a piece of chalk and a blackboard. You have two opportunities of putting your story across when you present it verbally and then place the key points on the blackboard."¹⁰ Other advantages available through the proper use of the chalkboard are aptly explained by Dale:

The chalkboard will be used primarily:

1. To illustrate facts, ideas, and processes, often with the help of drawings, sketches, maps, diagrams, and other visual symbols;

⁸ Edgar Dale, *op. cit.*, p. 65.

⁹ *Ibid.*, p. 310.

¹⁰ Kenneth B. Haas & Harry Q. Parker, *PREPARATION AND USE OF VISUAL AIDS*, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1948, p. 129. Reprinted by permission of the publishers.

2. To present important facts and principles, such as new words, terms, rules, definitions, key words to important ideas, outlines, summaries, classifications;
3. To provide an efficient medium for student demonstration and practice;
4. To display a wide variety of materials, ranging from daily assignments, questions, and examinations to pupil-achievement records and materials that might otherwise appear on the bulletin board.¹¹

Preparing the Chalkboard for Use: Similar to all other teaching aids, the chalkboard requires a certain amount of advanced preparation in order to be used properly and effectively. In addition to the general precautions of seeing that the chalkboard is clean and that an adequate supply of chalk and erasers is available, the instructor should make a careful check for glare distraction. This is done by writing a simple sentence such as "Homicide is the killing of a human being by another human being" across the chalkboard and then viewing the sentence from four or five different vantage positions in the classroom. In this manner, he will discover any glare resulting from the lighting, the sun's rays, or the chalkboard's finish. Generally this problem can be corrected by drawing the window shades or by re-arranging the seating in the classroom.

Getting the Material on the Chalkboard: Scribbling and hasty writing as well as zigzag sketching do little except confuse the students and injure the presentation. Class attention is soon lost as the students become involved in the problem of deciphering the instructor's *markings* and recording them sensibly for their records. Whenever possible, chalkboard recordings should be printed rather than written. With a reasonable amount of practice, the instructor is soon adept at making clear and distinguishable letters.

Standard forms as well as complicated diagrams and figures can be drawn on the chalkboard by combining ingenuity and foresight into the preparation of class materials. When scale reproductions of rooms, crime scenes, street intersections, etc.,

¹¹ Edgar Dale, *op. cit.*, p. 312.

are used frequently; stencils, patterns, and templates should be prepared. These are easy to make and can be used by all instructors even though they have only limited artistic talents. The preparation of a pattern, which can be used innumerable times, is shown in Figure 25 and requires the following simple steps:

1. Outline the desired form or plot on a sheet of tracing paper.
2. Remove the form or plot from the tracing paper and perforate the outline with a tailor's pattern tracer or a leather worker's punch.
3. Secure the pattern to the chalkboard by using cellophane tape.
4. Pat a dusty eraser over the perforated outline.
5. Remove the pattern from the chalkboard and fill in the dotted outline by drawing a solid chalk line around the outline form.

Another expedient and effective method of transposing materials to the chalkboard requires the use of an opaque, stripfilm, or slide projector. The instructor simply sets up the projector in the normal way but instead of using a screen, the image is projected on the chalkboard. A minimum adjustment of the focusing apparatus gives the desired size to the projected image. It is a simple matter for the instructor to trace the illustration on the chalkboard using different color chalks to indicate various essential parts of the illustration.

Concealing Chalkboard Materials: When illustrations, drawings, or other materials are on the chalkboard in advance of class, it is advisable to conceal them until such time as the instructor wants to refer to them. This can be done by covering the illustrations with sheets of paper tacked to the wooden trim boards or by extending a wire along the top of the chalkboard and hanging wrapping paper from the wire in order to conceal the materials. The paper is removed section by section as the instructor is ready to refer to the materials.

A Final Reminder: Try to remember the following suggestions whenever you have occasion to use the chalkboard:

1. Don't confine the material to small detailed drawings; work in large patterns.

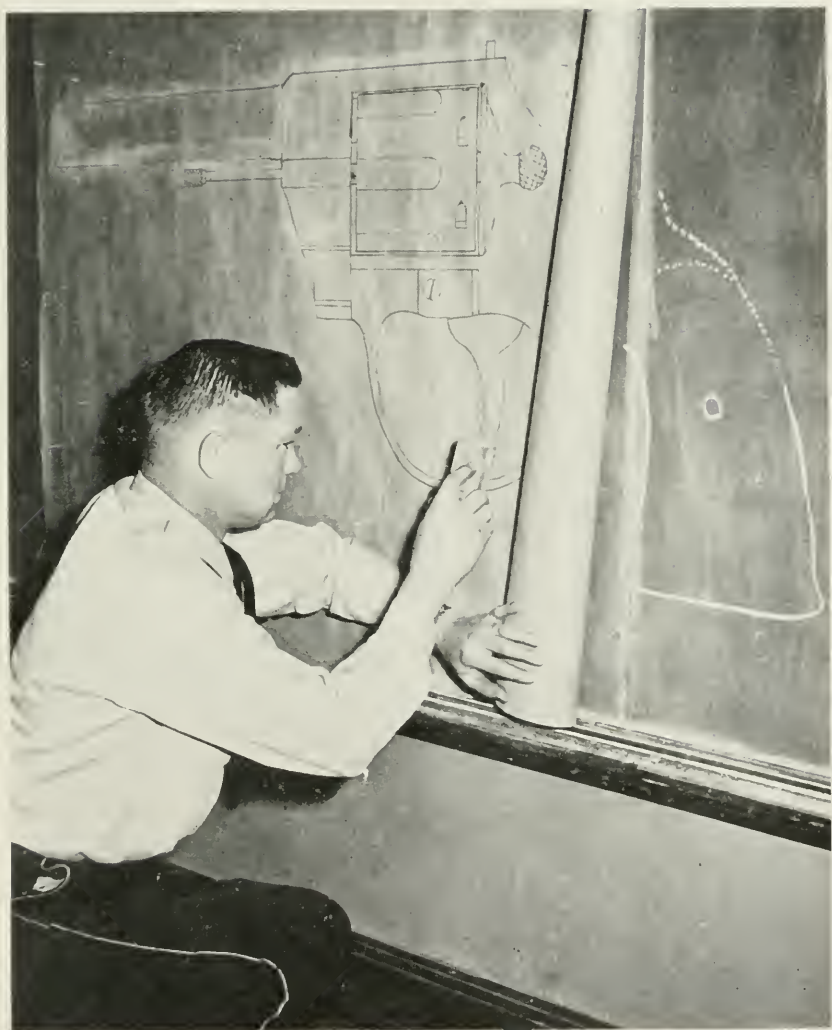


Fig. 25. This picture demonstrates the simplicity and ease of "getting it on the board" by using a pattern and a dusty eraser.

2. Test the size of your writing to be sure that it is easily read from the last row of chairs in the classroom. If your writing is not easily read, print.
3. Plan a neat, orderly presentation.
4. When talking at the chalkboard, stand to one side of your material so all the class can see. Use a pointer if necessary.
5. For tracing objects difficult to draw, the lantern slide, opaque and filmstrip projectors can be used to project pictures, maps, and other graphic materials onto the chalkboard.
6. Cutout templates will assist in making neat drawings. Templates cut of cardboard, wood, or masonite will save valuable time at the chalkboard.
7. Remove or cover distracting materials on the chalkboard so that students will concentrate on the materials being presented.¹²

Objects, Specimens, and Models

Regardless of how effective the police instructor may be, he will never be able to convey the full feeling and significance of actual police duty to the police student. This knowledge can be obtained only through actual "street experience." However, insofar as possible, the instructor is supposed to simulate the real thing. He must transcend the gap between the actual experience and the abstract classroom presentation. It is at this point that the clever instructor overshadows the mere lecturer as the former will transcend the gap by substituting audio-visual tools for the real experience whereas the lecturer will attempt to accomplish the same end by words alone. "Whenever we face problems such as these, we can contrive experiences—that is, take hold of reality and rearrange it, reshape it, edit it, emphasize certain things, and abridge others. We teach through a rearrangement of the raw reality."¹³ In many situations, this goal can be obtained through the intelligent use of objects, specimens, and models.

Try to give an intelligent explanation of the operation of the

¹² Robert DeKiffer and Lee W. Cochran, *MANUAL OF AUDIO-VISUAL TECHNIQUES*, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1955, pp. 24-25. Reprinted by permission of the publishers.

¹³ Edgar Dale, *op. cit.*, p. 106.

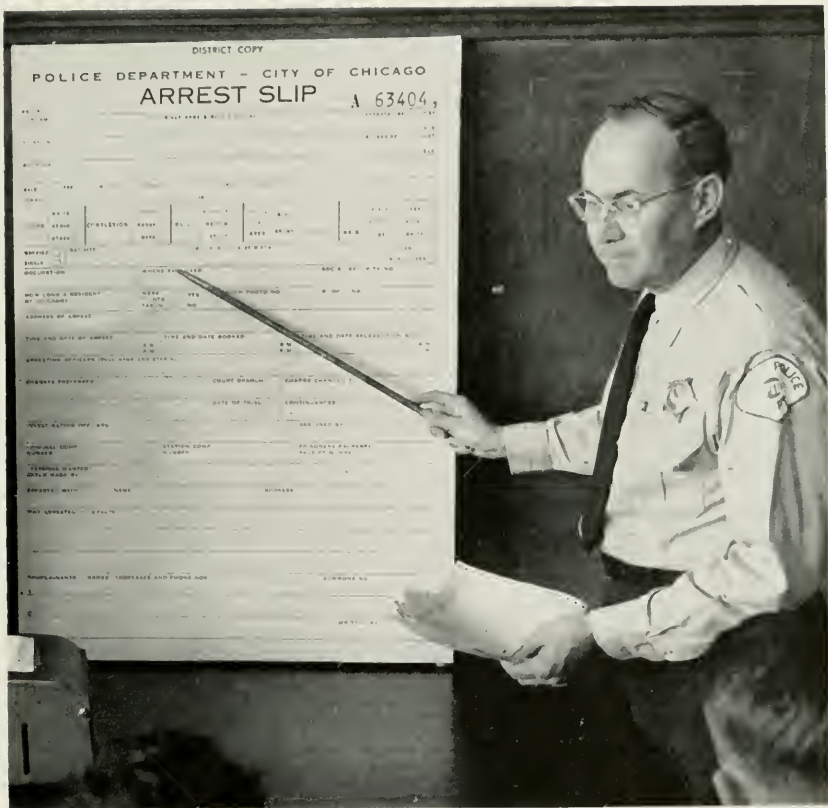


Fig. 26. Students can follow the filling in of department forms through the use of BLOW-UPS.

two-way radio or filling out of a police department form by complete verbalization. It is difficult to do and even more difficult to understand. The explanation of these topics is vastly improved when the police instructor uses a two-way radio (an object) or a blow up of the department form (a model) in his presentation. The advantage of this type of teaching is shown in Figure 26. This technique makes the explanation easier to understand and adds vividness to the discussion.

Broadly speaking, an object is anything which is tangible or visible. The object is the actual or real item which is being discussed in the teaching situation. "An object can be defined as a



Fig. 27. This display familiarizes the police recruits with the numerous types of deadly weapons.



Fig. 28. This display introduces the police recruit with the cunning of the drug addict to conceal his supply of drugs, such as inside a wrist watch, gum wrappers, and cigarette packages.

real actual-sized example.”¹⁴ Thus, an object is a real thing in its actual form transposed from its natural setting to the classroom in order to bring vividness and reality to the presentation. The objects “. . . are removed from their normal setting so that they can be brought together for study and analysis.”¹⁵

A specimen is somewhat similar to an object and yet there is a significant distinction. Whereas the object is the real thing

¹⁴ Robert DeKiffer and Lee W. Cochran, *op. cit.*, p. 60.

¹⁵ Walter A. Wittich and Charles F. Schuller, *AUDIO-VISUAL MATERIALS, THEIR NATURE AND USE*, 2nd Edition, Harper & Brothers, New York, 1957, p. 221.

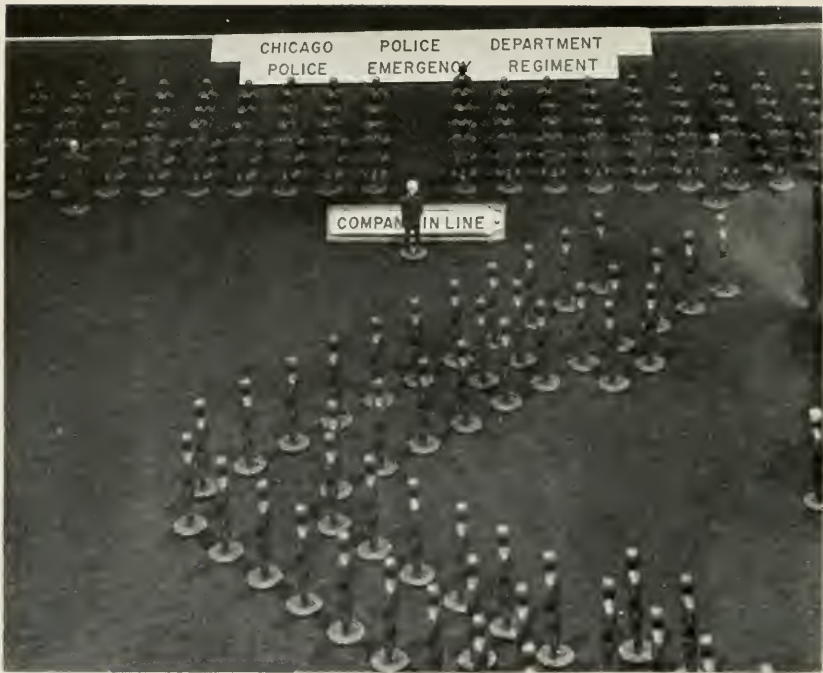


Fig. 29. Toy soldiers can be made part of the teaching process. In this instance, they are used to explain a platoon wedge.

in toto, the specimen is either: first, representative of a group of similar objects, e.g., showing one type of .45 caliber automatic will give the students a representative idea of what .45 caliber automatics look like; or, second, a portion of a particular object. "A specimen is a small piece, segment, part, or sample of the real object or the material used in the preparation of it."¹⁶ "Specimens are similar to objects but are usually considered part of the object. Items, such as stones, are called specimens since they are only part of a large rock."¹⁷ Portions of the narcotic user's paraphernalia, i.e., hypodermic needle, a syringe, teaspoon, etc. are one type of specimen familiar to most experienced police officers. Figure 28 shows such a specimen as displayed in the Chicago Police Training School.

¹⁶ Kenneth B. Haas & Harry Q. Parker, *op. cit.*, p. 141.

¹⁷ Robert DeKiffer and Lee W. Cochran, *op. cit.*, p. 62.

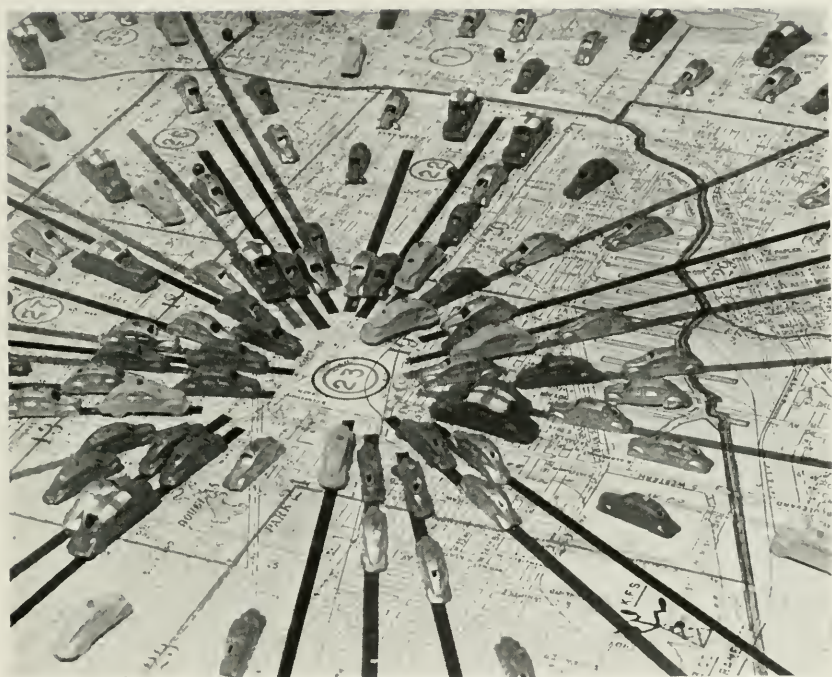


Fig. 30. Model cars represent police vehicles to explain the operation of the Chicago Police Department "Immediate Emergency Plan." These cars are responding to a Plan V in the 23rd District.

Because of their size, structure, and design many objects and specimens cannot be brought into the classroom. A tear gas grenade would not serve too well as a model to explain its function but a cutaway model would help to do a satisfactory job. The Chicago Police Department has found scaled models of police vehicles extremely helpful in explaining a police officer's duty in responding to emergencies (Fig. 30).

The size, shapes and types of models are innumerable and are limited only by the talents of the police instructors to employ them to best advantage. A model is defined as any recognizable, scaled representation of an original object. Professor Wittich defines models as: "recognizable three-dimensional representations of real things."¹⁸ Included in the classification of models is

¹⁸ Walter A. Wittich and Charles F. Schuller, *op. cit.*, p. 214.

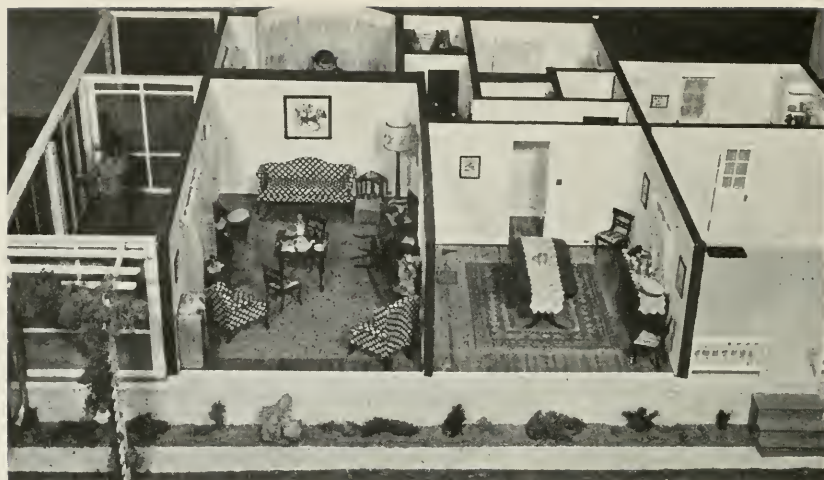


Fig. 31. This is a scaled model of an actual homicide scene made by members of the Delaware State Police. The model including furnishings was made on a one inch per foot scaling.

the mock-up. "A mock-up can be defined as a working replica, made from real or synthetic materials, used when practice or training on the real object would be too costly or impossible."¹⁹ The mock-up has proven of considerable help in re-establishing the crime scene. In fact, the Delaware State Police Academy has built actual scale models of the crime scenes from some of their most outstanding and unusual cases. The Delaware Department is pleased with the result and finds the mock-up a very stimulating teaching technique (Fig. 31).

The interest shown by the recruit trooper in working with the model is very keen, because he realizes that this is the scene of an actual crime which has been perpetrated and then solved.

The recruit, after having received classroom instruction in the law of arrest, law of evidence; collecting, identifying and preserving evidence; and criminal investigation, is called upon to examine the model and prepare a conclusion as to what he believes happened. Then he reports his findings to the class. After all reports have been made and a discussion held, the Academy staff makes known

¹⁹ Robert DeKiffer and Lee W. Cochran, *op. cit.*, p. 64.

to the group the actual case history. Each recruit is then required to write a complete report of the investigation, including all statements, incidents, details, etc.

The model is also used in classes on note taking, charting and drawing, photography, and observation training. It has proven so successful in improving our individual training methods that tentative plans are being made for construction of additional models of famous Delaware cases for classroom study.²⁰

Using the Object, Specimen, or Model: When the police instructor starts to demonstrate an object, specimen, or model he should be certain that everyone in the classroom is able to see the item that is being demonstrated. Better visibility can be obtained if the instructor will hold the item at a level equal to his eyes and away from his body. If the class is standing, the instructor should manage to stand slightly higher than they are standing. This can be accomplished by standing on the platform which holds the rostrum. When explaining the item, the instructor should direct his lecture to the class and avoid prolonged periods of talking to the item. If several items are involved, each item should be explained separately and thoroughly rather than attempt to explain several items almost simultaneously. Should a demonstrated item be disassembled or reassembled, the operation should be performed as deliberately and slowly as possible, repeating each step several times. This operation should be followed by practice sessions by the students to be certain that they have mastered and understand the procedure. When the demonstrated items are small, it is advantageous to divide the class into small groups and allow them to gather in a semi-circular arrangement directly in front of the instructors (see Fig. 32). At the end of the explanation, the members of the class should be allowed to examine and inspect the items which were demonstrated.

Filmstrips and Slide Films

In addition to the still pictures found in newspapers and magazines which the police instructor has learned to display on his

²⁰ Colonel Harry S. Shew, CRIME SCENE MODEL USED FOR TRAINING OF STATE POLICE, Delaware State Police, Dover, Delaware, November, 1957, a mimeograph.



Fig. 32. When the demonstrated item is small, it is advantageous to divide the class into small groups and allow them to gather in a semicircular position in front of the instructor.

classroom bulletin boards, the instructor should use projected pictures to explain his subject matter. Examples of this projected technique include the filmstrip and the 2x2" slide film. These two media are similar basically except for the fact that the filmstrip is a series of pictures on a single roll of film whereas the slide is an individual photograph mounted on cardboard or glass for projection. Filmstrips are defined as "still pictures printed in sequence on a strip of film"²¹ and the slide film is "an individually mounted transparent picture or image which is projected by passing a strong light through it."²²

Both the filmstrip and the slide film are projected items and

²¹ Vera Falconer, *FILMSTRIPS*, McGraw-Hill Book Company, New York, copyright 1948, p. 1.

²² Walter A. Wittich and Charles F. Schuller, *op. cit.*, p. 344.

to be used properly they must be displayed on a screen or similar device by means of a projector. Because of their similarity, many filmstrip projectors are manufactured in such a manner that they are easily convertible into slide projectors. This interchange factor applies only to the $2\times 2''$ slides and not to the $3\frac{1}{4}\times 4''$ slides which require a special projector.

Their Value as a Police Teaching Tool: The filmstrip and the $2\times 2''$ slides should be incorporated into the police education program because of their advantages which are expressed by Professors Wittich and Schuller in this manner:

1. They are still picture media—they are of great value in visual teaching situations when motion is of little or no importance for comprehension.
2. They are inherently suited to the convenient presentation of a great variety of visual materials. . . . Virtually anything that can be photographed can be put on a slide.
3. They have the attention-focusing power of any projected image.
4. They are particularly well suited for color as well as black-and-white projection.
5. Both can be made in school, though slides are much more easily prepared than filmstrips.
6. They are easy to project.
7. Both require only a slight darkening of the room.
8. They are inexpensive.
9. They cover a wide range of subjects and grade levels.²³

On the other hand, this type of presentation is not effective if motion is essential to the subject matter. In such cases, motion film must be used. The only basic differences between filmstrips and 2×2 slides are:

1. Slides are more flexible, they may be shown singly and in any sequence that the instructor may desire.
2. Filmstrips require less storage space. A single filmstrip is easily rolled up and stored in a small metal container. However, the slides are by no means bulky or cumbersome.

Automatic Remote Control Device: Many models of filmstrip and slide projectors are equipped with a push-button remote

²³ *Ibid.*, pp. 343-344.

control device. This is simply a push-button at the end of an extension cord which is attached to the projector. To change the filmstrip or the slide, the instructor presses the button and the projector automatically changes the film or the slide. By means of this device, the instructor is able to control the presentation from a position adjacent to the screen and from there he is able to talk directly to the class rather than in the old fashioned position of standing next to the projector and forcing his voice to carry over the heads of the audience. Some of the models so equipped are the Graflex Model—School Master 300, the Victor Animatograph Model—Soundview PS45, and the Bell & Howell Model 765A.²⁴

Determining Suitability: The same principles explained in Chapter III concerning the questions and problems of Preparation should be followed whenever audio-visual aids are used. In order to use the filmstrip and the slide effectively, the police instructor should comply with the following steps:

1. *Study the projector:* Although the filmstrip and the slide projectors are simple machines to operate, it is always prudent to review the proper operation of the instrument before attempting to use it in class. Most projectors will have a diagram or set of instructions affixed to the case. The instructor should read them carefully.
2. *Review the materials:* Evaluate the filmstrip or slides in terms of their value to each particular teaching situation before using them in an actual teaching situation. When previewing filmstrips, the instructor should make notes as to which films are not applicable and thus may bypass them during the actual presentation. Slides which are not applicable should be stored in a different container from those which are to be used.
3. *Study the selected data:* Evaluate and study each portion of the filmstrip or slide and make proper notes to guide you during the presentation. Some scenes presented may disclose certain points about which the instructor is not familiar. If this

²⁴ For a thorough guide to all audio-visual equipment available on the market, readers should consult the AUDIO-VISUAL EQUIPMENT DIRECTORY, National Audio-Visual Association, Inc., Fairfax, Virginia.

should happen, research on the data will be necessary. The police instructor should remember that this work must be done prior to the Presentation and not during the Presentation.

4. *Prepare the class:* Remember that the instructor is the leader, it is his responsibility to motivate and prepare the class. He must heighten interest, tell the students why the filmstrip or slides are being shown. He must be very explicit in pointing out what the students should look for and learn from this Presentation.
5. *Explain and present:* During the actual presentation, the projected materials may be self-explanatory but in most instances this will not be true. Thus the instructor will be required to explain the significance and purpose of what is depicted in each scene.
6. *Follow through:* The final scene should never be considered the end of the filmstrip or the slide. The instructor should clarify any questions arising out of the Presentation or conduct a short quiz to determine the effectiveness of the projected technique. In situations where a demonstrable topic is shown, the instructor should assure himself that the students can apply the materials.

The Police Instructor should not refrain from using these teaching tools because of the lack of suitable films on the commercial market. He should be mindful that they are teaching aids which can be easily made by anyone who has a 35mm camera. Almost anything that can be photographed can be made into a filmstrip or a 2×2 slide and used innumerable times in the Police Teaching Program.

Opaque Projection

The opaque projector is a visual teaching tool designed to project nontransparent objects. It is winning rapid and wide acceptance in all teaching levels and areas because of the variety of materials it can project without prolonged preparatory periods in the darkroom and because of the simplicity of its operation.

Opaque projection is made by means of reflected light similar to the magic lantern principle. "The principle of operation of

1	2	3	1. FRONT
			2. RIGHT FRONT
			3. LEFT FRONT
			4. RIGHT SIDE
			5. LEFT SIDE
			6. REAR
			7. RIGHT REAR
			8. LEFT REAR

INDICATE
NORTH
BY ARROW

NOTE: This report is used for statistical analysis of vehicular accidents and prevention thereof; also for identifying injured or killed in accidents. Data given represents reporting officers' best judgment of all facts found through police investigation of this accident.

1. Draw heavy lines which will show outline of roadway at place of accident.

1. Draw heavy lines which will show outline of roadway at place of accident.
2. Number each vehicle and show direction of travel by arrow.
3. Use solid line to show path of vehicle before accident;
4. Use dotted line to show path of vehicle after accident;
5. Show pedestrians by;
6. Show railroad by;

Draw heavy lines to indicate outline of roadway and light lines to indicate sidewalks and crosswalks. Show the direction of travel-point of impact-position of cars after accident. Following above instructions, 1,2,3,4,5,6, in drawing cars, pedestrians etc. Draw diagram with North at top at all times if possible, indicate North by arrow in box provided for this purpose.

1. Boxes are provided for 3 cars.

2. Indicate for each car the part damaged.
3. More than one box may be needed.

EXAMPLE: In diagram above under vehicle #1 the box for left front would be checked, and for vehicle #2 the box for right front would be checked.

146

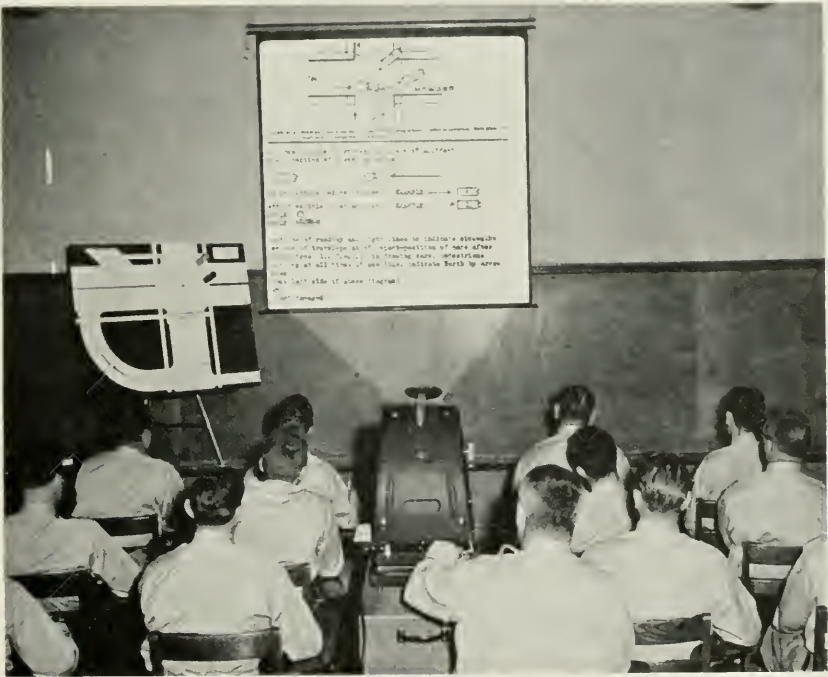


Fig. 34. The instructor simply inserts the Accident Form on the platen and rolls it into place.

the opaque projection is by reflection. This necessitates a high wattage projection bulb—usually 1000 watts. The light from the projection bulb is directed onto the platform or ‘platen’ where the material to be projected is placed. The entire platen is surrounded by a series of mirrors which reflect all the light from the projection bulb onto the opaque material being projected. A large mirror placed at an angle above the item being projected reflects the object through a large objective lens and then to the screen.”²⁵

What Can Be Projected? The opaque projector is practically unlimited in its aptness to reproduce. The item to be projected requires no preliminary preparation—it can be projected as it. Figure 33 shows a standard Accident Form used by the Chicago Police Department. Figure 34 shows the same Accident Form

²⁵ Robert DeKiffer and Lee W. Cochran, *op. cit.*, p. 118.

projected from the opaque without any altering or additional preparation of the form. The operator simply placed the form on the platen, turned on the control switch and he was ready to lecture. However, there is one limitation and that concerns the maximum size of items which can be projected. The size varies slightly according to the model being used, i.e., $6\frac{1}{4}\times 6\frac{1}{4}$ " in the Charles Beseler Model OA-1, $7\frac{1}{2}\times 9$ " in the Bausch and Lomb Model—CR25, 10×10 " in the American Optical Model—AO Opaque 1000, the Charles Beseler Model Vu-Lyte II, Squibb-Taylor Model—Spotlight TS4 up to 11×11 " in the Projection Optics Company Model—Transpaque II Table Opaque.²⁶

Because of this simplicity of operation and unnecessary laboratory preparation of materials, the police instructor who has an opaque projector at his disposal has an almost unlimited supply of illustrative materials. Any picture, cartoon, drawing, typewritten materials, even small specimens can be placed on the platen and projected on the screen. The following examples are cited to show the value of the opaque projector to police teaching situations.

1. *Color Photographs*: The opaque projector is an excellent device for projecting colored materials. When possible, color materials should be used as they are an aid to simplify identification of essential working parts as well as bringing out vividness of scenes.
2. *Reference Materials*: At times, the instructor may uncover an important reference text or a document which is pertinent to the subject matter and yet it is either too cumbersome or too valuable for general handling. Pages of the text or the document can be seen by all students simply by inserting the item on the platen and projecting it.
3. *Standard Forms and Reports*. Standard forms and reports used by the police department can easily be projected to aid in their discussion and explanation. In this manner, the students can follow the "filling in" of the form as they accompany the presentation with individual copies of the form at their desks.

²⁶ See THE AUDIO-VISUAL EQUIPMENT DIRECTORY, National Audio-Visual Association, Inc., Fairfax, Virginia, 1958, pp. 52-55.

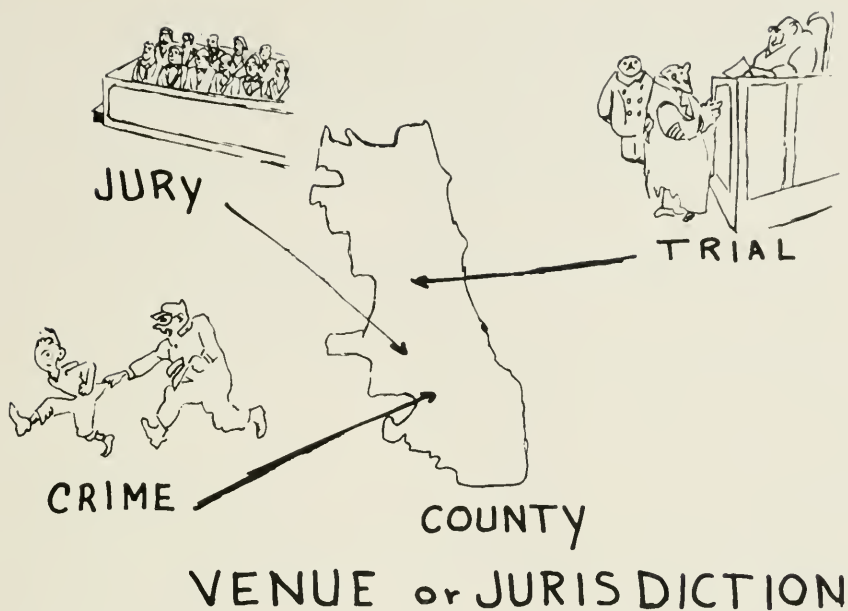


Fig. 35. Drawings such as these are projected from the opaque projector and serve as discussion points to stimulate class participation in reviewing the subject matter.

4. *Showing Need.* During a Chicago In-Service program conducted for detectives, the opaque projector was put to good use to show the need for the program. This was accomplished without embarrassing any of the officers attending. A set of facts concerning an arrest problem was projected on the screen. The detectives were required to evaluate the facts and determine whether a valid arrest could be made. The next card projected contained the correct answer as well as the court's decision and findings. This approach proved highly satisfactory as everyone graded his own paper (grades were not revealed) saw his mistakes and thus recognized the value and need for the In-Service Course that he was attending.
5. *Examinations.* The Chicago Police Recruit School has been using the opaque projector for some time as an effective device to conduct reviews and stimulate classroom discussions. A drawing, Figure 35, is projected on the screen and the instruc-

VENUE

It attempts to point out the difference between Jurisdiction and Venue.

JURISDICTION—being the authority of the court to hear the matter at hand.

VENUE—being the county in which the trial will be held. The county in which the crime occurred.

Question: Does this picture indicate venue or jurisdiction?

Question: What is a change of venue?

Question: Who may ask for a change of jurisdiction? Why?

Fig. 36. This small card accompanies each drawing and is used by the instructor to start the classroom discussion.

tor uses the questions shown in Figure 36 to stimulate the quiz or review. This method has been developed into a very successful method of repetitive teaching.

The Opaque's Value to the Police Instructor: Because so much of the material projectionable by the machine can be employed directly and immediately; the police instructor is able to reduce the time he would spend normally in graphic arts preparation. Thus, he is free to devote his time to other aspects of the subject matter which are more abstract in content and may require more verbalization. By far, the opaque's greatest value lies in its versatility but this quotation from Professor Dale serves as a splendid summary of the opaque's value as a teaching tool in police education circles:

1. There are no moving parts to get out of order.
2. It is inexpensive to use and reasonably portable.
3. It can be used throughout the curriculum.
4. Its range of materials is wide. You can use *any* nontransparent image as printed or written, and it will appear in the same colors.

5. It can be used to transfer any outline material—map, illustrations, chart, diagram, etc.—to the chalkboard or to a large sheet of paper or cardboard.
6. It enables a group to see something that might otherwise have to be passed around for individual examination. Thus attention can be focused on details which the entire group can see simultaneously.
7. It dramatizes through the intensity that comes from magnifying materials in a darkened room. It promotes concentrated attention to the subject on the screen.
8. It lends itself to a wide variety of teaching applications not possible with projection equipment that requires prepared films or slides.²⁷

Motion Films

Teaching is made more effective and learning more positive when the police instructor can employ repetition and diversity simultaneously. Mere repetition becomes monotonous and mere diversity becomes confusing. However, when the instructor diversifies his presentation in a planned and organized manner he is employing repetition in a subtle yet effective manner.

In the discussion of audio-visual aids, we have seen the value of projecting various materials by means of the filmstrip and the 2×2" slides. However, the effectiveness of projection is made even stronger when motion is added. Motion is acquired by showing a sequence of still pictures in rapid succession—16 exposures per second for silent films and 24 exposures per second for sound films. The rapidity of the showing gives the impression of movement hence the name: Motion Pictures. However, the movement is entirely an illusion experienced by the viewer because the human eye is incapable of distinguishing the single still pictures when they are projected at that high rate of speed.

The Value of Motion Pictures in Police Teaching: The sound motion film is capable of providing certain experiences to the student which are not possible through other teaching media. Whenever a presentation requires motion, color, or environmental sounds to enhance subject matter meanings, the sound motion

²⁷ Edgar Dale, *op. cit.*, p. 260.

films are the ideal teaching tools. The sound motion film is valuable in police teaching because:

1. *It contains movement.* There are many situations in which motion is an intrinsic part of the learning process. Although the stance for a judo hold can be shown by still photographs, the rhythm and body movement must be depicted by live movements or shown on motion films.
2. *It captures reality.* The motion film carries the student one step closer to the real thing. Motion film visualizes the topic with natural sounds, color, and actions. A good teaching film will not entertain but it will educate. It should give us the feeling of having ringside seats watching the action at its inception.
3. *It incorporates narration.* The sound motion film contains helpful and directive points by the narrator which explains the topic and directs the students' attention to the essential items.
4. *It captures natural color.* The color motion film will capture the natural setting and reproduce it in the same way. In many situations, color can have an essential bearing on the topic subject. "Do not overlook the role of color as a means of centering attention, inciting interest, and creating sheer aesthetic appreciation."²⁸

Effective Use of the Sound Motion Film: The instructor should consider the sound motion film as a means to an end and not—as some are prone to think—as an end in itself. It is only a teaching aid which, if improperly handled, will hinder rather help. No sound motion film can do the job alone. Oftentimes, the showing of films is considered to be a day of leisure and not a day of learning. The instructor remains the dominant figure: good results will culminate from clear thinking, careful preparation and proper class leadership on his part. His talents to use the training film properly will contribute to a good teaching performance. When considering the use of sound motion film, the police instructor should be guided by the following suggestions.

²⁸ Walter A. Wittich and Charles F. Schuller, *op. cit.*, p. 380.

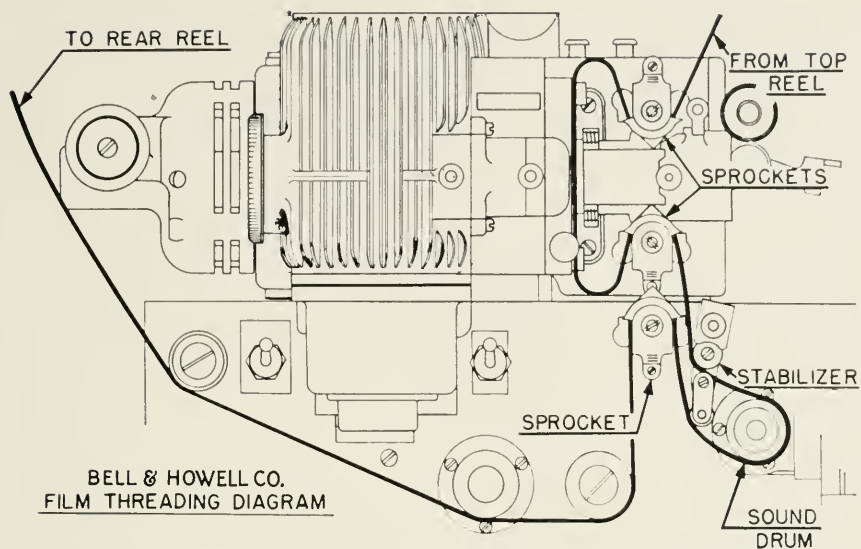


Fig. 37. The manufacturer's instructions devoid the difficulty from threading motion films.

The Mechanical Preparation: Before considering the academic preparation necessary for proper use of the sound motion film, it seems prudent to consider some of the mechanical ramifications germane to the Preparation.

1. *Setting Up the Projector.* Before using the projector, the police instructor should read the instructions carefully. Most manufacturers paste the threading instructions and the operation procedure on the side of the projector case. After several practice sessions, threading a film becomes a very simple process. The Bell and Howell diagram in Figure 37 is representative of instruction given by manufacturers with their projectors. The projector should be placed on a stand or desk approximately four feet high at the rear of the room. Speakers should be placed in the front of the room to the left of the screen. The speaker should not be placed on the floor but should be on a desk or stand about four feet above the ground.
2. *Seating Arrangements:* Another important consideration in the use of motion films is the seating arrangement. In order to provide clear vision for all in the audience, it is suggested that

the "two and six" formula be used. "It is well established that the recommended minimum viewing distance of a projected picture is twice the screen width and the recommended maximum viewing distance is six times the screen width. This will be best remembered as the 'two and six' formula."²⁹ Thus, if the screen is ten feet wide, the first row of seats should be twenty feet away from the screen and the last row of seats should be no farther than sixty feet away. Seats should not be placed on the extreme left or the extreme right of the room. "A motion picture viewed outside of a 60-degree angle becomes distorted—therefore it is advisable to confine all chairs within this space. If the chairs are permanent, request the trainees not to use seats outside this area."³⁰

3. *The Screen*: If the room is square, a matte screen should be used. This provides a wide viewing angle of about thirty degrees from the center line (a hypothetical line running down the center of the room extending from the screen to the projector). If the room is oblong, a beaded screen with a view angle of twenty degrees is suggested. The screen should be placed in the center of the front wall. The bottom of the screen should be no lower than the eye level of the audience when they are seated.
4. *Ventilation*: A stuffy, poorly ventilated, darkened room is quite conducive to drowsiness. As this is not the purpose of the meeting, the instructor should be certain that he allows a certain amount of fresh air to seep in. It is better to have a little light in the room than to have the class uncomfortable or falling asleep. The alert instructor will wait until the last minute before drawing the shades and darkening the room. When possible the room should be aired before and after the showing.

When preparing for a motion film presentation, the police instructor will find the following rules from the *Audio-Visual Projectionist's Handbook* helpful:

²⁹ THE AUDIO-VISUAL PROJECTIONIST'S HANDBOOK, Business Screen Magazine, Chicago, Illinois, 1953, p. 4. Reprinted by special permission of the copyright owners.

³⁰ Kenneth B. Haas & Harry Q. Parker, *op. cit.*, p. 5.

The Projectionist's Duties³¹

Before the Showing

1. Check the equipment to see that all cords, spare lamps, and reels are on hand.
2. Set up the equipment, place speaker in best position, center projector beam on screen.
3. Clean gate and all surfaces over which film run with carbon tetrachloride or alcohol.
4. Check film to see that it is correctly wound and in condition for showing. Check title.
5. Thread projector. Test to see that film is moving through projector properly.
6. Warm up the amplifier. Test run, focus picture, adjust volume and tone.

Starting the Picture

1. Arrange before showing to have assistant turn off or dim the lights when ready to show.
2. Turn on the projector motor.
3. Turn on the lamp.
4. Check the focus and framing.
5. Fade the volume.
6. Adjust the tone.

During the Showing

1. Never leave the projector while it is in operation.
2. Keep volume and tone at proper level.
3. Keep the picture in frame.
4. Check the film occasionally to see that no damage is occurring.
5. Keep the picture in focus.
6. Check loops periodically. Loss of loops causes film damage.

Ending the Picture

1. Turn off the lamp.
2. Fade the volume.
3. Turn off motor after film has run completely through the machine.
4. Have an assistant turn on the room lights.

³¹ THE AUDIO-VISUAL PROJECTIONIST'S HANDBOOK, *op. cit.*, pp. 10-14.

5. Turn off amplifier if no more films are to be shown.
6. Get ready for the next reel if other films are to be shown. Work quietly.

After the Showing

1. Rewind film if to be used again or get ready to return to the library.
2. Clean projector thoroughly. Wipe off excess oil, clean film channels.
3. See that all cards, reels, spare lamps are in their proper place.
4. Return projector to proper storage place.
5. Get film ready for return to film library.
6. Make out required records.

The Academic Preparation: In addition to a carefully organized plan in setting up the projector the instructor must conduct careful planning in the academic aspects of the Preparation and Presentation.

1. *Preview the Film:* The police instructor should view the film before using it in class in order to be sure that it is *apropos* to the subject matter of the Presentation. Oftentimes, the film titles or the synopses provided by the manufacturers are misleading. Some police educational films have been found to be unsatisfactory because the central theme is contrary to the local department's procedure, or the topic as presented in the film is depicting an obsolete method or idea. Reviewing is necessary so that the police instructor is able:
 - a. To direct the students' attention to the essential items in the film. This will occur during the Oral Presentation.
 - b. To prepare his review which will be used to recapitulate.
 - c. To make examination questions for use during the Review.
2. *Prepare the Class:* The attitude and approach taken by the instructor will have a serious affect on the students' reaction to the film. Studies conducted by Professors Wittich and Fowlkes³² have revealed that the educational value of a training film increases twenty percent when the instructor properly

³² See Walter Wittich & John Fowlkes, *AUDIO-VISUAL PATHS TO LEARNING*, Harper & Brothers, New York, 1946.



Fig. 38. The instructor can make the purpose and objectives of the motion film clear by emphasizing the essentials on the chalkboard.

conditions and motivates the class before showing the film. From the information obtained during the Preview, the instructor should be able to explain properly why the film is necessary, what the film will show, and what essential points the class should look for in the film. The instructor can use the chalkboard to emphasize the essentials of the film (Fig. 38). The chalkboard can be used to stress such points as:

- a. The title of the film
 - b. Essential points which are explained in the film
 - c. Questions or problems which the film answers and which will serve as discussion points when film is over.
3. *Present the Film:* Having completed the pre-showing, the instructions and suggestions to the class; the room should be darkened and the film shown. The instructor should give the same attention to the film as he expects from the class. He

should not appear bored, indifferent, or leave the room even though he may have seen the film a number of times. When the film showing is completed, the lights may be turned on, the shades raised, and the windows opened slightly. This procedure should be carried on as nonchalantly as possible otherwise the atmosphere created by the film may be lost.

4. *Review:* It seems a common teaching failure to show a film in such a manner as to coordinate its ending simultaneously with the end of the class period. Sufficient time should be allowed for a summary (Chapter III, page 98). The summary should be used to promote class discussion about the film and the topics or questions listed on the chalkboard. Oral summaries by the instructor or questions asked by members of the class concerning the film will aid as a restatement of essentials already explained. To determine the effectiveness of the film, a written quiz which the instructor had prepared after previewing the film can be administered. Test items should be short and deal with essential points rather than incidental matters. Above all, never show a film without concluding with a summary.

CHAPTER RECAPITULATION

Learning is a basic human process and when it occurs it results in a behavior change in the individuals experiencing it. Although man is able to teach himself, it is a time consuming process and often difficult. Oftentimes, complicated tasks are beyond the capacity of the average person to "self-learn." Thus to avoid needless waste of time and energy, man seeks the guidance of experienced persons when he wants to learn a special skill or art.

The experienced teacher has come to recognize the value of audio-visual techniques as an essential teaching tool. They contribute much to enrich the learning process. The extent and diversification of the audio-visual teaching tools are limited only by the police instructor's lack of energy and imagination.

The chalkboard is acknowledged as an essential teaching tool. With a certain amount of preparation, it can become a much more lively and interesting part of the teaching process. Oftentimes, the instruction can be simplified if the oral discussion is augmented by showing what certain objects and specimens look

like. Similarly, situations and conditions can be visualized by use of models and mock-ups.

Anything that can be photographed can be shown by means of the filmstrip and the $2\times 2''$ slides. These are essential and easy to use and are simple to make. The opaque projector is being widely used in police teaching because of its simple operation and the fact that almost anything that is no larger than $10\times 10''$ can be projected on it without any extensive laboratory preparations.

Motion is shown in the teaching situation by use of motion films. It adds realism and interest to the teaching process. However, the motion films should be carefully previewed before being used. The film, the slides, and the filmstrip should not be used and forgotten. Successful use of audio-visual aids requires that a follow-through, a Review, be included in the teaching sequence.

The value of the audio-visual aids lies in the fact that they enable the police instructor to explain his subject matter in numerous ways. The secret of good teaching lies in good explaining. The more ways we use to explain our topic the more apt it is to be retained by our students.

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Recruitment, therefore, is a grave responsibility that stands first on the list of personnel administrative duties.

O. W. WILSON



Fig. 39

Qualifications for Police Personnel

ONE of the leading criteria for the creation of professional status in a particular occupation is the amount and extent of selectivity used in choosing its new members. The entrance qualification must be such that will ensure that prestige, respectability, and efficiency will be added to the occupation. Furthermore, once these qualifications are established and codified there can be no deviation; each candidate is considered solely on his merits and he must measure up to the standards or be rejected!

No one doubts the fact that doctors, dentists, nurses, and school teachers are professional people, but why? It is due partially to the selection and qualification processes used in each of these vocations. Consider the obstacles a young man must surmount before his aspirations of becoming a doctor are a reality. In addition to the many years of schooling and studying which confront him, he must prove to four different examining boards that he is qualified to join the medical profession. Initially, he is required to pass the general college entrance examination; secondly, he is required to pass the medical school examining board's scrutiny; thirdly, upon the completion of his academic studies he must serve an internship in an accredited hospital; and, finally, he must pass the state medical examination. Only after the indi-

vidual has overcome all these obstacles is he able to call himself a true professional man.

The same situation must prevail in the field of law enforcement. The "hue and cry" that police officers should be considered professional people has been heard for more than forty years. This is not a situation which can be solved by pleading—it can only be solved by the combined efforts of all police agencies, regardless of size, to establish reasonably uniform, adequate, and sensible employment qualifications.

Often the argument is raised that the entrance standards cannot be improved because the salary, the shifting working hours, the working conditions, and the general public attitude and opinion of police officers make the position unattractive; and, consequently it lacks the appeal and glamour which may be necessary to attract the better educated and talented young men of the community. If this situation does exist, it certainly does not have to continue. Consider for example the Federal Bureau of Investigation which has no serious trouble obtaining highly qualified personnel except perhaps during times of national emergency. No one will deny that its requirements are among the highest, if not the highest, in the entire law enforcement field.

Fundamentally, the crux of the situation goes deeper than the question of hours, wages, and working conditions (this is not to infer that these factors are not essential because they are extremely so, in fact unless they compare favorably with those of private industry many desirable candidates will be lost). As O. W. Wilson points out¹ the problem may lie in the *esprit de corps* of the department. This is an intangible characteristic which is, nevertheless, the true barometer of department efficiency and spirit. If the police department is demoralized, inefficient, or disorganized—persons of character will be reluctant to join its ranks. On the other hand, if the department is recognized as competent, courteous, efficient, and abounding in honesty—no reasonable standards will be considered too high. In fact, many desirable applicants may interpret this as a challenge to qualify for the position.

¹ See O. W. Wilson, *POLICE ADMINISTRATION*, McGraw-Hill Book Company, New York, 1950, p. 336.

POLICE DUTIES

To understand fully what type of individual is best qualified to become a law enforcement officer it might be wise to consider what the position demands. The Book of Rules and Regulations of the Chicago Police Department states:

A patrolman shall maintain the preservation of the public peace, the protection of life and property, the prevention of crime, the arrest and prosecution of violators of the law, and the proper enforcement of all laws and ordinances of which the department takes cognizance. He shall perform his duties intelligently and efficiently and shall hold himself in readiness at all times to answer calls and obey the orders of his superiors.²

A patrolman . . . shall faithfully, diligently, and constantly patrol the limits of his post. During inclement weather he shall equip himself with raincoat and cap cover and continue his patrol as prescribed. He shall thoroughly familiarize himself with necessary information about the city so as to enable him to render intelligent and helpful information and assistance when requested.³

From the foregoing excerpts, it is obvious that a police applicant must be intelligent, loyal, diligent, obedient, alert, cooperative, and physically able to perform the duties and obligations required of a police officer. Thus, in order to determine whether an applicant is qualified to carry out the functions and responsibilities of the police position, his qualifications must be considered in the light of three fundamental ramifications of sound selection principles: Mental Competence, Sociability, and Physical Condition.

MENTAL COMPETENCE

With the ever-increasing emphasis placed on scientific aids and technological criteria by police agencies throughout the nation, the era of the "uneducated cop" is gone forever. Every large police department is equipped with a scientific crime laboratory, fingerprint bureau, and records section. The polygraph operator, the police chemist, the ballistics expert, the document examiner,

² Chicago Police Department, RULES AND REGULATIONS, POLICE DEPARTMENT OF THE CITY OF CHICAGO, Rule 115, p. 35.

³ *Ibid.*, Rule 116, p. 35.

and the fingerprint expert have all made their importance in the field of scientific investigation realized and respected. Even the smaller departments have accentuated specialization through the existence of the traffic safety officer, the juvenile officer, and the detective. Each of these men has done much to prevent crime and lessen the possibility of the guilty avoiding his punishment. All in all, the extent and degree of advancement in the scientific aids, the demands for intelligent leadership, and the complexity of crime detection necessitates men endowed with a high degree of intelligence.

What Is Intelligence? The term *intelligence* has come to mean different things to different people. In fact, it is not uncommon to find different opinions and definitions of the term among the psychologists and educators. There is considerable agreement among these authorities, however, that intelligence places considerable reliance on past experiences to assist in adapting to situations and solving of new problems. Therefore, intelligence in a police sense might be defined as the human faculty of employing past experiences in the solving of present problems accurately, effectively, and expediently.

How Is Intelligence Measured? In what way can a police agency determine whether or not a particular person has a sufficient amount of intelligence to perform the duties required of a police officer? There are two ways; first, the dangerous method of trial and error; and, second, the safe scientific way of pre-employment testing.

Many of the problems attributable to police inefficiency in the past can be directly traced to the trial-and-error method of employment selection. Under this policy of employment selection, which is still used in some communities, men are hired without sufficient pre-examining by the police department or the city's personnel department to determine their adequacy. After receiving a certain amount of instruction regarding the rudiments of the job, these men are assigned and their job performances are observed and evaluated. The officers whose job performances are not satisfactory are dropped. The dangers of this system are obvious. In addition to using poor selection methods, the depart-

ment is incurring excessive expense with the constant turnover of personnel. Also, the ineffective work that these officers render will do irreparable damage to the department in the form of arrest suits, department loss of reputation and general citizen disrespect.

Although the use of tests to predicate employment success is expensive and is no absolute guarantee that the men selected will be completely competent, it does go a long way towards eliminating a large percentage of the unsuitable candidates. One of the principal means of doing this is to use a recognized intelligence test. An intelligence test has been defined as an instrument scientifically employed to indirectly determine a person's mental ability. Generally, the items of these tests are representative of the knowledge known and understood by a sufficient cross-section of the type of people for whom the test is designed. In order to obtain valid test results, the police applicants must be tested under the same conditions as was the group from whom the norms (averages) were established; and the test scores of the police applicants must be compared with scores made by people of similar backgrounds. The administration of tests and the interpretation of the test results require the services of a person of experience and skill in this area. In the smaller communities, the local high school staff can be of great help in handling this program for the police department.

All intelligence tests have norms established for various ages, educational backgrounds, professional standing, or particular occupations. In many instances, however, these adult norms are merely representative of the general population. Such norms can very well be misleading because they do not represent the group with whom the police applicants should be compared. As Professors Seashore and Ricks point out: "Norms should yield meaning in terms of the particular purpose for which the testing is done."⁴ It is not sufficient to know that a police applicant has a normal amount of intelligence which is premised on national population norms, the score must be interpreted in specific employment

⁴ Harold G. Seashore and James H. Ricks, *Norms Must be Relevant*, TEST SERVICE BULLETIN #39, The Psychological Corporation, New York, 1950, p. 16.

terms as well. To obtain a valid indication of the applicant's potential the scores must be measured in terms of police norms. After all, the full value of the testing of police candidates cannot be realized unless the scores can be evaluated in terms of norms relevant to the original purpose of testing, e.g., acquiring intelligent men to render police service.

How Much Intelligence Does Police Work Require? The need for intelligent people to serve as police officers has long been agreed upon; in fact, since the time of Vollmer's early works no progressive and far-sighted police administrator has ever thought differently. It is considered that the higher the intelligence of the recruit, all other things being equal, the more likely will be his success as a police officer. However, in the light of the many selection factors, i.e., age, physical ability, education, emotional stability, etc., to say that a minimum Intelligence Quotient of 120 or 125 must be required is not in true proportion to the actual practicalness governing the entire selection program. This statement is premised on the following: first, no entrance standard should be created which is beyond the level of practicable selection. Because there are so many selection criteria involved, to require that each of these be highly restrictive will only lessen the probability of attracting competent personnel. Second, no entrance standard should be created which is not absolutely necessary. Because the general scope of police duty does not require a mental genius, but rather people of average or slightly above average intelligence, there is no valid reason for preventing men of average intelligence from becoming police officers.

It is the general policy in organizing employment standards to establish ideal requirements which will practically guarantee job success. However, in the normal course of events, in addition to the idealistic requirements, consideration must be given to the practical factor, i.e., the over-all problem of harmoniously blending the numerous selection requirements in order to provide the police department with competent recruits. Consequently, the question which the personnel officer must reconcile is: "What is a safe minimum level of intelligence for selecting personnel which will ensure proper service to the community?"

The solution to this question lies in the creation of a proper cut-off score (minimum intelligence level). It should be pointed out that the most valuable norms are those which represent the ability of the group which the applicant is seeking to join. In some departments the applicants' scores may be mistakenly compared with the norms of the general population. In doing this, the test results do not reflect the true measure for which they were originally administered. Valid results can only be obtained by testing experienced officers and establishing test norms from their results and thereby create a safe cut-off score.

For the most part, existing studies are either very old or rather limited in scope; and, consequently, they are not too significant. Dr. Dudycha points out several studies of police tests using the Army Alpha but some of this data goes back to the 1920's.⁵ However, one recent study which he reports concerns the work of DuBois and Watson in St. Louis. Their study of 129 applicants selected as patrolmen in St. Louis revealed an average AGCT score of 118.

More recent studies undertaken in the Chicago Police Department show a rather consistent level with the St. Louis study. In May, 1956, four hundred and ninety-seven men were added to the Chicago Police Department and in September, 1956, an additional four hundred and seventy-four officers were added. In comparing their academic performance with their I.Q. score, it was found that those officers scoring less than 105 on the Otis Quick Scoring Mental Abilities Test and less than 110 AGCT score on the Army General Classification Test (Civilian Edition) experienced considerable difficulty in mastering the subject matter. These findings compare favorably with an AGCT average of 127 for forty-two newly appointed sergeants and an Otis average of 113.3 for one hundred fifty-nine detectives attending an In-Service Course. The sergeants' sampling represents approximately nine percent of the total number of the department's sergeants and is a significant score because these men by means of their promotion represent employment success.

⁵ See George J. Dudycha, *PSYCHOLOGY FOR LAW ENFORCEMENT OFFICERS*, Charles C. Thomas, Springfield, Illinois, 1955, p. 59.

Although these studies are representative of a large mid-western city and therefore might not be completely typical of police departments in general, this data does warrant consideration and study. From the basis of these studies, it would seem that a practical and absolute cut-off score would be 104 for the Otis and 110 for the Army General Classification Test.

EDUCATION

The amount of formal education necessary for law enforcement work is still considered a moot question. In a survey undertaken by the author⁶ a few years ago it was learned that the education requisite ran the gamut from a graduate of a recognized law school for members of the Federal Bureau of Investigation to no formal education requirement in one of the principal cities of the United States. It was found that in fifteen major cities, ten of them demanded that applicants be high school graduates, four cities required two years of high school, and one city specified that its applicants be grammar school graduates. This study showed that the trend is towards departments requiring that new officers have more formal education than they did in the past. This trend may be attributed to several factors, such as: the existence of compulsory education laws found in all states, the trend for college-educated people to join law enforcement agencies, and to the over-all rise in the amount of formal education enjoyed by the entire population. For example, during the 1940-41 scholastic term there were 106,859 men graduates from college while during the 1951-52 scholastic term 225,981 men were graduated.⁷

It has been maintained by some veteran police officers (and they have presented cases to substantiate their arguments) that many successful police officers have come from families with little formal education and who, during adolescence, were exposed to the ways of the community gangs and the so-called "respectable" hoodlums. As a result of this background, such

⁶ Thomas M. Frost, *Selection Methods for Police Recruits*, JOURNAL OF CRIMINAL LAW, CRIMINOLOGY, AND POLICE SCIENCE, Vol. 46, No. 1, 1955, pp. 135-145.

⁷ United States Department of Education Statistics.

officers are, according to the theory, in a much better position to anticipate gang moves, understand hoodlum mores, and establish confidences among the gang element than are the more formally educated officers.

Although it cannot be denied that many police officers lacking a high amount of formal education have been successful, it would be a faulty syllogism to conclude that a formal education is a detriment to police work. It is very likely that these men possessed above average intelligence.

When it is reported that the literacy of the American population is the highest in the world, it must be remembered that this includes the dishonest as well as the honest citizens. It has been pointed out in many studies of criminal behavior that there is a strong bond of organization among the criminal element. It is, as Sutherland terms it "professionalization" which encompasses criminal specialization (*modus operandi*), gang loyalties, and alliance between the criminal and his attorney.⁸ It would seem reasonable to demand that the police departments at least take cognizance of the criminal standards and professionalization.

Consequently, to accept men possessing only a fifth or sixth grade education may be inviting disaster. After all, a police officer must be able to write an intelligent report, express himself clearly and commandingly in court and before a belligerent crowd, and possess sufficient mental ability to make spontaneous rational decisions.

On the other hand, except for certain specialized positions, i.e., polygraph operator, document examiner, etc., a college education is not essential. At least at the present time such education standards should not be established unless there is an abundance of college men in the community who are interested in the job. In fact, if a police department found itself staffed with a large number of college men, it may soon delegate them to routine post and patrol duty. These men, realizing that they are equipped for jobs more mentally demanding and faced with the prospects of slight chance of promotion, would soon become

⁸ Edwin H. Sutherland, *PRINCIPLES OF CRIMINOLOGY*, J. B. Lippincott, New York, 1947, pp. 213-214.

demoralized and prove of little value to the department. Certainly any job which can be performed well by non-college personnel offers little challenge to an ambitious college graduate.

It would seem from the foregoing analysis of the situation that a middle position toward the solution is not only a legitimate compromise but also an adequate one. It would appear that a proper education standard would be a high school graduate or his equivalent. By adopting this education standard, the door would be closed to most men who would retard police progress and yet at the same time a sufficient number of college graduates would filter in to supply the ranks with enough men to advance to positions of leadership and command.

SOCIABILITY

Within the framework of the term SOCIABILITY lies the consideration of the police applicant's personality and character defined in terms of police necessity.

Due principally to the multifarious ramifications of police work there are few vocations which necessitate such a harmonious blending of stable personality and irreproachable character as does the law enforcement profession.

Because personality is a person's individual manifestation of and reaction to all attitudes, behaviors, beliefs, desires, emotions, and temperaments of human beings it is a unique identifying characteristic. There are no two people who possess the same total personality. Because of this uniqueness it is not possible to define a specific personality type which would best suit a police officer.

Consider the problem of emotional stability. All people possess in varying degrees the emotional drives of fear and anger. Because these personality traits are normal human responses to either a mental or physical stimulation it would be impossible to attempt to hire men lacking them. The essential point to remember is that these emotions are controllable. Therefore, a qualified police officer must be able to control his emotions rather than attempt to avoid the stimulation. Emotional control is extremely important in police work where an individual is exposed

to trying and exasperating situation almost every day. Such clichés as: “He knows no fear,” “He has nerves of steel,” and “He has ice water in his veins” have been applied to military leaders and police officers alike. However, this external appearance of calmness and strong presence of mind in the face of adverse conditions are attributable to emotional control—not to lack of fear. All men have experienced fear but it is not a dangerous attribute until it blinds our judgment and hinders our actions. A police officer experiences fear when he enters a darkened building late at night to apprehend a gunman but he controls his fear and performs his assignment. In fact, the presence of fear in this situation perhaps cautions the officer to proceed with care and therefore actually aids him. On the other hand, if a police officer fails to take proper action because of fear of his adversary or the forces of political pressure, then he lacks the proper emotional stability and should not be a member of the police department.

The personnel officer or the police chief should bear the following principles in mind while evaluating the police applicant’s personality:

1. What are the most desirable and the least desirable personality characteristics for police officers?
2. Which of these desirable and undesirable personality characteristics does the applicant have?
3. Do the desirable or the undesirable characteristics predominate?
4. Will the possession of the dominant characteristics help to make this applicant a satisfactory police officer?

It is necessary to determine which personality characteristics are desirable and which are not desirable for police work. The following list sets out the majority of salient elements which should be considered when evaluating police candidates.

<i>Desirable</i>	<i>Undesirable</i>
Ambition	Indifference
Conscientiousness	Laziness
Confidence	Complaining
Cooperative	Lacking in Self-Assurance
Courageousness	Lacking in Moral Principles
Friendliness	Submissiveness
Honesty	Prejudice
Leadership	Frustration
Obedience	Emotional Instability
Persistence	Mental Abnormality
Responsibility	Timidity
Social Adaptability	Hostility
Sound Judgment	Defiance
Tactfulness	
Unbiased	

Methods Employed to Determine Type of Personality

Personality Tests: The easiest approach to personality testing is the use of the paper and pencil test or, as it is better known, the questionnaire type test. Its advantages are: it is easy to administer, it can be scored very quickly, and it is the most ideal type of test when working with large groups. Its principal disadvantage lies in the inability of the administrator to prevent the testee from giving what he considers the desire answer rather than the answer which will accurately reflect his personality. If the test contained an item which asked: "Are you shy in crowds?" the applicant might answer, "No," even though he may be a very reserved person because he knows that police officers must not be timid or submissive.

Rating Scales: A Rating Scale is a schedule of characteristics desired together with varying degrees of weight ranging from excellent to poor. It is used to assist the interviewer to make accurate evaluations of individuals interviewed for employment purposes.

Interview: This situation brings the applicant face to face with a ranking member of the police department or an Oral Board. It establishes a highly personal contact and does much to render evaluation accuracy. This technique is explained in Chapter VI, page 231.

Projective Technique: This type of personality evaluation has very limited use in the police field as it necessitates highly skilled test administrators and psychologists to score and interpret the test. The Rorschach Test (ink blot test) and the Apperception Test are the outstanding in this field.

CHARACTER

It is a fundamental fact that any type of employment involving a place of public trust, public confidence, fiduciary relationship and respect by its very nature demands that its members possess fine characters, good reputations, and are respected members of their community. Needless to say, law enforcement lies within this category.

The present day free-thinking liberalism which has endeavored to overcome all forms of control and restriction including moral and ethical standards has manifested its presence in many levels of the government service as well as in the economic sphere. Numerous scandals concerning misfeasances and nonfeasances in addition to other types of pharisaical conduct have been the essence of many news reports. Sad though it is to relate, the law enforcement field has not been without its share of ignominious notorieties in this regard and has suffered through its bribery shakedowns, unlawful searches and seizures, and assault to compel confessions.

As a result of situations such as these, police departments throughout the nation must exercise the greatest care and prudence in the selection of their personnel. They must employ a thorough character investigation in order to guarantee, insofar as is humanly possible, prevention of future occurrences of a similar nature.

AGE

It is to the utmost advantage for the police departments to restrict their selection of police personnel to men in their twenties, preferably between twenty-one and twenty-five years. Only in situations of dire emergency should men over the age of twenty-eight be accepted.

One of the most essential reasons for recruiting young men lies in the fact that they possess considerably more years of poten-

tial service to the community thereby assuring a safer investment both from the cost of selection and education, and from the cost of sick benefits and pension rights. The younger man is more apt to select police work as a career as he has had less time to pursue other occupations than has the older man. Because of the short duration between the termination of his academic training and the commencement of his police career, the young man possesses a sharper and more alert mind thereby making the education and conditioning programs more effective. Younger men are not as settled in their habits and thus are able to adjust to the semi-military structure and to conformity with the rigidity of police rules and regulations. Because police duty accentuates sound physical conditioning, departments should be constantly filling their ranks with young men who possess greater physical strength and endurance. It is a foregone conclusion that unless highly qualified and desirable men are selected at an early age, they will quickly be taken away by the attractiveness of private industry.

In some quarters, it is questioned as to whether or not a person of twenty-one years is old enough to assume the duties and responsibilities of police work. If proper investigation and pre-testing is employed and such a program shows that the person is mentally capable, the chronological age should not be considered a hindrance.

On the other hand, to hire men over their middle twenties may be courting disaster. Older men are more settled in their habits and therefore it is more difficult to indoctrinate them into the military discipline and rigors of police work. Older men are not as receptive to learning as are younger men. The older men may have experienced considerable job failure elsewhere. It would seem that men in their thirties who are not already permanently established employment-wise may be maladjusted, lack the qualifications of job success, and in general constitute a poor employment risk. Effective police agencies cannot burden themselves with people who were failures in the business world and are only joining the police service to ensure themselves of employment security. Finally, older men are poor risks not only from the physical standpoint but also from an actuarial point of view as

they are most apt to be seeking sick benefits and pension benefits sooner.

Table I shows the age requirements for police applicants in many of the principal cities of the United States. The average minimum age of the seventeen cities is 21.12 years and the average maximum age is 31.24 years. This rather substantiates the trend toward the recruitment of young men for this essential public service.

TABLE I
AGE REQUIREMENT FOR POLICE APPLICANTS IN PRINCIPAL CITIES OF THE UNITED STATES*

Age		Cities
Minimum	Maximum	
20	29	Berkeley
21	27	Chicago, Detroit
21	29	Cleveland, Portland
21	30	Baltimore, Cincinnati, Los Angeles, Newark, Omaha
21	31	Buffalo
21	34	Philadelphia
21	35	Memphis, San Francisco
21	45	Kansas City
22	31	St. Louis
23	29	Madison
21.12	31.24	Average

* Based upon the results of survey made by the author in 1951.

Although almost all cities have established an age limitation of one sort or another, there is still a major “loophole” which enables older men to join police agencies in many cities. Although civil service laws of most cities require that applicants be within certain specified age limitations, generally this requisite is applicable only at the time of the examination or on the date that the individual files his application. Therefore, if an applicant is close to the maximum age when he takes the examination and is placed close to the bottom of the eligible list when it is posted (it may take two or three years before he is called for appointment) in such a circumstance it is quite possible for him to be in his thirties by the time he joins the police department. Some cities, such as San Francisco, California, and Portland, Oregon, have prevented this situation from occurring by adding a provision to the age requirement. This provision stipu-

lates that persons having reached a particular maximum age, even though they are still on an eligible list, are no longer under consideration for appointment.

RESIDENCY

Oftentimes the residency issue develops as the aftermath of a police scandal or is the by-product of some type of police survey. It appears that whenever this circumstance presents itself, the investigators invariably reason that if nonresidents were permitted to join the department the conditions would not be so deprived. Just one step further is the idea that a residency waiver would reduce the political sovereignty so often allegedly associated with the hiring of police officers. This point is beyond consideration in cities where the Personnel Agency or Civil Service Commission's integrity is unquestioned. The Chicago Crime Commission in 1953 while investigating the alleged intrigue between the Chicago Police Department and local politicians said, "Political assistance in seeking employment in the Chicago department is quiescent."

The strongest point in favor of a residency restriction is that it makes the character investigation a much simpler and concise procedure. This is a very essential feature on the local level where the police budget and manpower are highly limited. A nonresident's character investigation is both difficult and costly to a local department. It is possible, due to the bond of cooperation existing between the county sheriff's office and the local city police department, to ensure a thorough character investigation by the sheriff's staff of those applicants residing in the county but outside the city limits.

Investigations of applicants residing beyond the county line must be left to the discretion of other police departments. Because of the lack of control of this investigation by the hiring police agency there can be no assurance that a thorough and complete investigation will be conducted. This constitutes a very dangerous procedure.

From the literature available concerning the necessity for or the abolition of the residency requirement in the selection of

police personnel, the consensus of opinion among the experts is that the requirement should be abrogated.

Professor Holcomb explains this point as follows: "Looking at the problem objectively, there seems to be little justification for a residence requirement. It has little to offer to the problem of obtaining the best possible law enforcement for the public."⁹ In his text, *Police Organizations and Management*, Professor V. A. Leonard points out: "The greatest single obstacle to career service in the police field is in the 'home talent' tradition in American cities. This expresses itself in the local residence requirement for appointment to the force. Much public education will be required in order to overcome this pernicious requirement and to replace it by a broader and more enlightened public policy."¹⁰ The residency rule seriously hinders the police agencies which are experiencing difficulty in obtaining properly qualified personnel. This point is well taken by O. W. Wilson when he explains: "Preemployment residence in the community should not be required of candidates, for it reduces the number of qualified applicants from whom the most promising may be selected. Qualified young men who are residents of other cities or of small communities and rural areas often lack attractive opportunities in their local police service and are frequently interested in service in the department of a larger community. Local residence requirement would deny the community the opportunity to recruit promising candidates who may, in some instances, provide a quality of leadership lacking among local applicants."¹¹ Each police agency must give this problem very serious consideration within the light of its own needs. Whenever the number of *qualified* applicants is insufficient the residency limitation must be abandoned.

⁹ Richard L. Holcomb, *SELECTION OF POLICE OFFICERS*, State University of Iowa, Iowa City, Iowa, 1946, p. 13.

¹⁰ V. A. Leonard, *POLICE ORGANIZATION AND MANAGEMENT*, The Foundation Press, Brooklyn, New York, 1951, p. 122.

¹¹ O. W. Wilson, *op. cit.*, p. 336.



Fig. 40. Rigid conditioning programs must comprise a portion of the indoctrinal police education programs.

PHYSICAL CONDITION

In addition to the consideration of a police applicant's age, character, education, intelligence, and personality; a police agency should realize the importance of a sound body as well as a sound mind. Height, weight, physical condition and agility standards must be adhered to in order to complete a sound recruitment program.

Height and Weight: A police officer should be better than average height, preferably not shorter than 5' 9". The reasons for this are obvious. A taller officer commands more respect from a belligerent group or an unruly person who might otherwise openly defy a smaller officer. A taller officer adds prestige and dignity to the uniform, and can be seen better in crowds or while directing traffic. There is a bit of psychology connected with the taller officer's size which may lessen the possible need of physical force in arresting situations. A maximum standard of 6' 4" should be made so as to lessen the possibility of hiring men suffering from a glandular disorder.

These standards are strongly substantiated by the requirements



Fig. 41. Above picture shows the judo instructor demonstrating a defense hold to a group of police recruits.

of sixteen cities as they existed in 1951. Nine cities required that police officers must be at least 5' 8" tall and the other seven established their minimum at 5' 9". The minimum height is 5' 8½". The maximum mean computed from the same cities is 6' 4.3".

The correct weight should be determined by means of insurance height and weight tables or existing military force medical standards. In any event, it should conform favorably with the normal weight for an individual's height. Suggested medical standards are set forth in Chapter VI.

Physical Condition: Because police service necessitates performance in all types of weather and oftentimes requires physical force to defend oneself or overcome an adversary, too much stress cannot be placed on the intrinsic importance of a sound medical examination of all applicants. The performance hazards constantly place a considerable portion of police personnel on the medical roll. The legitimate percentage should not be deliberately increased by hiring personnel who are not in top physical condition.

Departments should require that applicants be in excellent health, be free from latent physical defects, possess the necessary muscular co-ordination and strength to perform their duties in a capable manner. Such things as 20/20 vision; proper color perception; freedom from disease, hernia, varicose veins; proper respiration and circulation merit special attention by the examining physician.

CHAPTER RECAPITULATION

The discussion of the maximum personnel requirements has been purposely avoided because much has been ably written and solidified on this proposition already. It does seem, however, that the concentration on these maximum requirements does constitute a serious omission to the solution of the police personnel officer's immediate dilemma—he knows that if he establishes the maximum requirements he may have too few candidates and if he ignores these requirements can he afford to gamble on his selection choices?

It seems necessary to interpret the maximum standards as the ideal standards which all departments must strive for and eventually employ. However, being practical men, we must weigh our problems in the light of conflicting demands and reach a solution which will be both sound and feasible!

Consequently, the personnel officer is interested in an immediate set of safe minimum standards upon which he can predicate his selection program. Just where is he to draw the line? Where is he to consider the danger point? A criterion must be found so that he can say with accuracy and evidence—"This is enough, if I hire men beyond this point, I'm gambling with the community's safety!"

Let us consider the following as the absolute minimum requirements for a police officer:

A police candidate should have, *at the very least*, an Intelligence Quotient of 104 if the Otis Quick Scoring Mental Abilities Test is used, and 110 if the Army General Classification Test is employed. Both these scores carry an identical percentile rank of 65 (in the absence of studies regarding the correlation of these test scores, percentile ranking is the easiest and most accurate method of test result comparison; if other tests are used, the

results can be interpreted in terms of these percentile rankings). In addition, the candidate should successfully pass a general police qualification test.

The prospective officer should be a high school graduate or possess an equivalent amount of education and experience; such as, a former service man who has passed the General Educational Development Test.

The candidate must be endowed with a personality which will ensure a healthy mental attitude towards police situations and people of various racial, religious, and cultural backgrounds.

In order to ensure proper indoctrination, adjustment, and maximum service police departments must require that applicants be between twenty-one and twenty-five years of age.

Because police service necessitates performance in all types of weather and at times requires force to carry out the duties of the office, police candidates must be subjected to and pass a rigid physical and medical examination.

In stipulating the foregoing requirements, it is firmly believed that they are the absolute minimum which any police agency can safely employ. For a police chief or personnel officer to go below any of these, regardless of his motives, is to take a serious risk with his department's efficiency and his community's safety. Of course it will be said that some have done so and not suffered immediate repercussions; but by way of analogy, a man may drive an automobile with faulty brakes and not have an accident, but do we consider him a prudent man?

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If a man could discover a means of judging or choosing men correctly and rationally, he would by that act alone establish a perfect form of government.

MONTAIGNE

VI



Fig. 42

Evaluation of Police Applicants

IN order to acquire the personnel competent to carry out the duties and responsibilities of a law enforcement officer, a series of exact, precise, and thorough measures must be employed.

The initial step is to coordinate and properly define the employment criteria to be followed. To do this, the responsible individual or agency; i.e., the Civil Service Commission, the City Personnel Officer, and/or the Police Personnel Administrator; should conduct a sound analysis of the employment specifications of recent examinations, the number of positions available, and the predicted number and quality of applicants. After obtaining and evaluating this information, the specific qualifications to be used for the forthcoming examination can be determined. Occasionally, personnel administrators have found it necessary to make slight deviations in employment requirements, from one examination to another. For example, it may be necessary to lower the height requirement from 5' 9" to 5' 8½" or to liberalize the education requirement from restriction to "high school graduates only" to "high school graduates or their equivalent" in order to ensure a sufficient number of otherwise qualified applicants. Although any lowering of standards is a step backwards, these conditions are products of the times and are presently being

experienced in some of the other professions such as school teaching. These slight deviations are merely temporary concessions which are made of necessity and must be tolerated. As long as these deviations are slight, and the intention of the responsible agency is so manifested to clearly show that the original standards will be reinstituted as soon as conditions permit, and that the deviation is not a prelude to a continual degradation of department requirements, an adequate selection program can still be maintained.

The second step is to scrutinize and analyze each applicant's ability and aptitude in terms of the established criteria. Many experts interpret this function as a device constructed to eliminate the unfit rather than a means of selecting the most qualified. In either event, the examining agency must not allow any deviations or exceptions to the established norms. In all situations where there is any question regarding the applicant's competence, the decision must always be reconciled in favor of the police department.

To conduct a thorough selection program, the responsible agency should adhere to the following steps: first, advance study, planning, and investigating; second, proper construction, supervision, and correction of the testing program; third, a concise follow-up study regarding questions of the individual's character, residency, and other essential considerations which are not determinable by testing. All of these things necessitate considerable expenditure, not only in actual cash, but in man-power as well. However, competent personnel represents a sound investment which will produce dividends in sound police work for many years to come. Lawyers warn us: *CAVEAT EMPTOR!* (Let the buyer beware!), economists prove that we only get what we pay for, and past experience profoundly verifies the fact that slipshod selection has only culminated in slipshod performance.

However, by properly correlating the examination sequence so that the largest number of unqualified applicants can be eliminated as quickly as possible, and by considering the first deficiency adequate grounds for elimination, considerable time, money and man-power can be saved in the examining process.

ORGANIZATION OF QUALIFYING PROCESS

The following data shows a recommended sequence for conducting an examination in order to establish an eligible list of police candidates. The parts of the sequence and the relative weight of each part in the actual determination of the final grade are also given. The sequence was constructed with the view in mind of eliminating the unaqualified candidates in a manner which would minimize the examining agency's expenditure.

Requirements for Admission: Even before the administration of either the mental or the physical portions of the examination, the selection process can be initiated by checking such questions as age, residency, education, and similar areas which require verification by credentials supplied by the applicants. This information, which is recorded on the Application Form (Figure 43), is substantiated as follows:

1. *Age:* Birth certificate, or if this document is not available, a baptismal record, marriage certificate, or perhaps insurance records provided the policy has been in force for at least eight years. Some cities have accepted official records of schools, banks, hospitals and similar reliable institution when such data is eight to ten years old.
2. *Citizenship:* All native born citizens must submit a copy of their birth certificates, all foreign born applicants must prove citizenship by presentation of final citizenship papers; in situations where these documents are not available, the same rule as explained under "AGE" will apply.
3. *Education:* Official transcript of school record from last accredited academic institution attended and/or graduated from.

With a reasonable degree of care, a few well-trained clerks can expeditiously examine each application and eliminate the obviously unqualified. When credentials are submitted by mail, they together with a Rejection Notification (Figure 44), are forwarded to each rejected applicant. This Rejection Notification will inform the applicant the reasons for his disqualification and indicate whether he could acquire eligibility at a future date. In this manner, the first group of unqualified applicants can quickly be dropped before the costly process of selection starts.

OFFICE USE ONLY
Application No. _____
Rec'd By _____
Date _____
Time _____
REMARKS _____

FIGURE 43
DEPARTMENT OF PERSONNEL SELECTION
JONES, ILLINOIS
EXAMINATION FOR PATROLMAN OF POLICE

This Application Must Be Submitted by _____, 19____

NOTICE
Read all questions carefully before answering. Answers must be type-written and signature must be in ink. All deliberate errors, misrepresentations, and omissions will be sufficient grounds for disqualification. All required credentials must accompany this application.

Name _____ Last _____ First _____ Middle _____ Date _____ 19____

Present Address _____ Street _____ City _____ Zone _____ State _____

I have lived within the corporate limits of this city during the past year (365 days) Yes ☐ No ☐

Place of Residence For Past

Year if Different From Above _____ Street _____ City _____ Zone _____ State _____

Duration _____ Month _____ Year _____ To _____ Month _____ Year _____

Date of Birth _____ Month _____ Day _____ Year _____ Place of Birth _____ City _____ Zone _____ State _____

(Photostatic copy of Birth Certificate or Naturalization Papers must accompany this Form)

Date of High School Graduation _____ Month _____ Year _____ Name of School _____ City _____ State _____

(Official transcript of high school grades must accompany this Form)

Military Record:

Branch of Service _____ Army, Navy, Etc. _____ Serial Number _____ Type of Discharge _____

(Photostatic copy of Military Discharge papers must accompany this Form)

Have You Ever Been Arrested (other than a minor traffic violation): Yes ☐ No ☐

Give Reason For Arrest: _____

Disposition of the Case: _____

Location of Arrest: _____ Police District _____ City _____ State _____ Date _____

Were You Ever Discharged from any Job: Yes ☐ No ☐ Why: _____

Employer at that time: _____ Address: _____ Street _____ City _____ Zone _____ State _____

Have You Ever Taken An Examination For A Law Enforcement position Before: Yes ☐ No ☐

When _____ Where _____ Result _____ Date _____

I understand that deliberate errors, misrepresentations, and omissions of my answers to the above questions shall be sufficient reason to disqualify me for the examination for the position of Patrolman, Department of Police, City of Jones, Illinois.

(DO NOT WRITE BELOW THIS LINE)

OFFICE RECEIPT SLIP

Application No. _____

Applicant's Name _____ Last _____ First _____ Middle _____ Date & Time Rec'd. _____

Application Examined, Approved Filed By: _____ Date & Time _____

Application Examined, Rejected & Ret. By: _____ Date & Time _____

Reason For Rejection: _____

Record Deficiency Corrected: _____ Date & Time _____

Application Examined, Approved Filed By: _____ Date & Time _____

Credentials On File: _____ Date Received _____

☐ Birth Certificate
☐ Natural Papers
☐ School Transcripts
☐ Discharge Papers

Credentials Returned to Applicant

☐ Birth Certificate
☐ Natural Papers
☐ School Transcripts
☐ Discharge Papers

Letter of Rejection

Letter of Correction

By: _____ Approved By: _____

FIGURE 44

LETTER OF REJECTION
DEPARTMENT OF PERSONNEL SELECTION
JONES, ILLINOIS

DEAR SIR:

The Office of the Department of Personnel Selection regrets to inform you that you are not eligible to take the forthcoming examination for Patrolman of Police. The reason(s) for your disqualification is indicated by a check mark in the appropriate square.

- ☐ You are not eligible at this time because you are under the minimum age. You may reapply after your twenty first birthday.
- ☐ You are not eligible for this examination because you are over the maximum age of twenty eight.
- ☐ You are not eligible at this time because of an education deficiency. You may reapply upon completion of high school.
- ☐ You are not eligible at this time because of a residency deficiency. You may reapply after establishing one full year of residency in this city.
- ☐ You are not eligible because of a criminal record.

The following credentials which you previously submitted are enclosed:

- ☐ Birth Certificate
- ☐ Naturalization Papers
- ☐ Education Transcript
- ☐ Military Discharge Papers.

The Director of Personnel Selection is sorry that this action must be taken regarding your application. However, the conditions of this examination are strictly regulated by state statute and no other recourse is available.

Because this is only a preliminary step to the actual examining program, no credit toward the applicant's score is given.

Written Examination: This is the first phase of the qualifying examination, and, in order to measure completely the individual's mental capacity, should be composed to three types of testing:

1. An intelligence test.
2. A police aptitude test.
3. A personality test.

To evaluate the written examination properly and equitably, each of these tests will count for an equal one-third on the total score for the written examination. In order to determine further the total capacity of the applicant, each applicant is required to achieve a final total score of not less than seventy percent and can have no portion of the examination below sixty-five percent in order to qualify successfully. The test average is determined by using the following formula:

Intelligence Quotient	General Police Aptitude	Personality Traits	=	Written Average
		3		
65	80	70	=	71.66
		3		

By placing an absolute qualifying minimum on each phase, it serves as a safety device which prevents qualifying a candidate who may be talented in two capacities but has a serious deficiency in the other capacity. Let us assume that an applicant has a reasonably high intelligence quotient—a percentile score of 94—and a surprisingly strong aptitude for police work—General Police Aptitude score of 91—but scores dangerously low in Personality Adjustment. The latter low score would automatically eliminate him regardless of his strong scores in Intelligence and Police Aptitude.

Intelligence Quotient	General Police Aptitude	Personality Traits	=	Written Average
		3		
94	91	57	=	80.66
		3		

Physical Examination: This is the second phase of the qualifying examination and is composed of two parts:

1. The medical-laboratory examination.
2. The physical examination.

Only those persons who have completed the written examination successfully are eligible for this portion of the examination. The medical and laboratory examination shall determine the general health of the applicants. As this is merely a qualifying prerequisite to the physical agility test, it carries no value toward determining the applicant's final grade. The physical examination shall require applicants to demonstrate their strength, muscular coordination and physical endurance. This grade is determined separately from the written examination grade. A qualifying score is seventy percent and the applicant can have no portion of the examination below sixty percent in order to qualify.

Personal Interview: This is the third phase of the qualifying process and is restricted to those applicants who have successfully completed the Written and Physical portions. It is the duty of the members of the Oral Board to conduct an interview with each applicant and from the conclusions drawn therefrom determine the applicant's appearance, cultural attributes, intellectual expression, sociability, mannerisms, and bearing in terms of being qualified for general police service. As a preliminary step to the Oral Interview, a complete and accurate investigation must be made of the applicant's character. Through this investigation, certain factors which are serious enough to disqualify the applicant may be uncovered. In such situations, the findings should be discussed with him during the Oral Interview to avoid any doubt or misunderstanding. Serious character blemishes must be scored zero, and automatically disqualify the applicant. The Oral Fitness grade is based on the standards established by the particular examining agency and the type of rating form used.

Personal Experience: This is the final phase of the examination and takes into consideration the background of the applicant to determine further his fitness for police work. An individual does not become fully competent until he has acquired a certain degree

of employment experience. However, certain occupations are strongly allied to police work, and applicants so experienced should prove of more immediate value to the hiring police department. Consequently, their background should merit some consideration in determining their qualifying grade. Examples of appropriate occupations are: police officer in another city, sheriff, military police. Previous experience in allied occupations can be reconciled in terms of qualifying grade by use of the following table:

<i>Duration of Service</i>	<i>Value</i>
None to 1 month	70
1 month and 1 day to 6 months	75
6 months and 1 day to 12 months	80
12 months and 1 day to 18 months	85
18 months and 1 day to 24 months	90
24 months and 1 day to 30 months	95
30 months and 1 day to 36 months	100

In situations where the applicants have served in more than one occupation, the service of each occupation shall be totaled and combined in order to determine the maximum value, i.e., assuming that an applicant has served one year and three months in the U. S. Army and four months as a deputy sheriff, he has an accumulated total of one year, seven months or nineteen months police experience. This service gives him an experience grade of ninety. Applicants who have no allied occupation experience will receive a grade of seventy.

Determining Examination Grade:

1. The average of the Written Examination times five, plus
2. The average of the Physical Examination times two, plus
3. The average of the Personal Interview times two, plus
4. The average of Personal Experience times one
5. The total of the above divided by ten equals applicant's final average.

$$\begin{array}{rcl}
 \frac{\text{W.E.}(5) \quad \text{P.E.}(2) \quad \text{P.I.}(2) \quad \text{P.E.}(1)}{10} & = & \text{Final Average} \\
 \frac{(82 \times 5) 410 \quad (76 \times 2) 152 \quad (75 \times 2) 150 \quad (70 \times 1) 70}{10} & = & 782 = 78.20
 \end{array}$$

After all scores have been tabulated, they are ranked in descending order starting with the highest score obtained. It is advisable to carry out the computation to two decimal points in order to lessen the possibility of ties.

EXPLANATION OF QUALIFYING PROCESS IN DETAIL

Evaluation of Application Forms

The initial step is the issuance of the Application Form. Because each phase of the qualifying process must be considered an obstacle designed to separate the qualified from the unqualified, the distribution and processing of the applications should be delegated to a specific group of specially trained clerks.

These clerks have the following responsibilities:

1. Question each applicant briefly in order to eliminate the obviously unqualified applicants. This is done at the time when oral request is made for an application and can be handled adequately merely by asking these few questions:
 - a. What is your present age?
 - b. What is your present address?
 - c. Where is your place of birth?
 - d. What is the extent of your formal education.

The applicant's answers to these questions will readily reveal any deficiency regarding the age, citizenship, and education requirements he may have. In situations of this nature, the reason for disqualification can be explained and no Application Form need be issued.

2. Instruct each applicant how to fill out the Application Form properly. The clerk should be certain to point out that all questions must be answered and that any deliberate misrepresentations errors, or omissions will be sufficient grounds to disqualify the applicant.
3. Inform the applicant which credentials must accompany the completed Application Form. Although subject to some community deviations, for the most part the credentials will consist of some, or all, of the following: birth certificate, naturali-

zation papers, military discharge, V-A medical release, and school credits.

4. Be familiar with the advantages, disadvantages, and responsibilities of the job in order to answer the questions which will be posed by many applicants.
5. Receive and record completed forms. The suggested Application Form provides an area in the upper left hand corner for the recording clerk to record the time and the date when the form was received. To satisfy possible statutory regulations or prevent possible future litigation it is advisable to use an automatic stamping machine to record time and date of receipt.
6. Examine the returned Application Forms carefully and separate them into groups of qualified, unqualified and incomplete. Those found to be completed properly and whose answers correspond favorably with department requirements are so marked at the bottom of the Application Form in the section titled "Office Receipt Slip" and filed in preparation for the written examination. Applications of unqualified applicants are recorded and the reason for such disqualification is indicated on the "Office Receipt Slip." This slip is separated from the Application Form and filed. The rejected application with applicant's credentials and a rejection notification are returned to the applicant explaining the reason for his disqualification. Finally, the applications which are incompletely or incorrectly filled out are so noted on the "Office Receipt Slip." This slip is separated from the Application Form and properly filed. The Application Form and a Letter of Deficiency (Figure 45) are forwarded to the applicant explaining what he must do in order to submit a correct and/or completed application.

It is only through such careful scrutiny by properly trained clerks at the time of issuance and receipt of the Application Forms that obviously unqualified persons can be eliminated and the expense of the examination program be correspondingly reduced.

FIGURE 45

LETTER OF NOTIFICATION OF APPLICATION DEFICIENCY
DEPARTMENT OF PERSONNEL SELECTION
JONES, ILLINOIS

DEAR SIR:

The office of the Department of Personnel Selection regrets to inform you that you are not eligible to take the forthcoming examination for Patrolman of Police because of the reason(s) checked below:

- ☐ Failure to answer application completely. Answer questions marked with red pencil and return application.
- ☐ Failure to verify citizenship. Forward a photostatic copy of your birth certificate if native born or a photostatic copy of your naturalization papers if foreign born.
- ☐ Failure to verify age. Forward a photostatic copy of your birth certificate.
- ☐ Failure to verify education. Forward a copy of official school transcript or photostatic copy of high school diploma.
- ☐ Failure to verify military record. Forward a photostatic copy of military discharge papers.

If you can correct this deficiency and forward the necessary credentials to this office by 19 , you will be eligible to take the forthcoming examination.

The Director of Personnel Selection is sorry that this action must be taken regarding your application. However, the conditions of this examination are strictly regulated by state statute and no other recourse is possible.

Yours truly

The Written Examination

The purpose of the written examination is to determine the applicant's mental capacity and potential evaluated in terms of police mental requirements and norms. In order to ensure an accurate and complete evaluation it is necessary to examine and test each candidate in three specific areas:

1. Mental Alertness.
2. Mental Aptitude.
3. Social Adjustment.

Mental Alertness: The applicant's mental alertness has a serious bearing on the subsequent extent and degree of job proficiency and satisfying police service he will be capable of rendering should he be hired. Consequently, it is considered sound and efficient selection procedure to incorporate a standardized Intelligence Test in the Mental Testing Program,

Intelligence Tests: From among the many excellent intelligence tests presently on the market, it is felt that the following are among the best suited for police selection. This consideration is premised on two facts: first, all of these tests have adult norms; second, some of these tests have been used in police selection and therefore some police scores are available. The tests are listed in alphabetical order and do not reflect preference or merit.

The Army General Classification Test (Civilian Edition)

This test was originally developed for extensive testing of the U. S. military forces and was released for civilian use in 1945. It is designed as a test to measure general learning abilities with emphasis on verbal comprehensions, quantitative reasoning, and special thinking. This test has been used by several police departments. Norms predicated on police officers inducted into the military service is 109 AGCT score. The examination requires forty minutes working time, and can be purchased in both hand scored and machine scored edition.¹

¹ This test is available from Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois.

Otis Self-Administering Tests of Mental Abilities (Otis Employment Tests) *Higher Examination*

This test has norms available for high school and college levels. Purpose of the test is to determine general intelligence level. Norms are based on general population level although this test has been used by some police departments. It is available in four different forms: A, B, C, D; which are equal in difficulty but differ in question matter. The test may be administered on both a twenty and a thirty minute working time. It is available in both hand and machine scored editions.²

S. R. A. Verbal Forms (Industrial Edition)

This test has been developed specifically for use in business and industrial selection programs. It is defined as a test of general intelligence for the selection of executives, supervisors, accountants, and clerical personnel. Norms given for police testing show a percentile average of 59 and a spread from the 38th to the 79th percentile. The test requires a fifteen minute working time and is available in hand scored and machine scored forms.³

Thurstone Test of Mental Alertness

This test has been designed to measure a person's capacity for acquiring new knowledge and skills. According to the author, scores have a high positive correlation with superior job performance and good school grades. "People who make high scores on the Thurstone Test of Mental Alertness learn quickly, understand more easily why things must be done in a given manner, and see complex relationships more easily. . . . They have great versatility when it comes to gaining understanding and dealing with new situations." The test items stress arithmetic reasoning, number series, same-opposites, and word definitions. The test requires a working time of twenty minutes and is a hand scored type test. It is available in three forms: A, B, C. Norms available are those for business executives, supervisors, salesmen, and high school students.⁴

² The test may be purchased from the World Book Company, 2126 S. Prairie Ave., Chicago, Illinois.

³ The test may be purchased from Science Research Associates, 57 West Grand Avenue, Chicago, Illinois.

⁴ The test may be purchased from Science Research Associates, 57 West Grand Avenue, Chicago, Illinois.

Wesman Personnel Classification Test

This test measures the individual's power of verbal reasoning and numerical ability. The test is essentially a measure of power rather than speed. It stresses strong reasoning ability through analogy and perception of relationships. Norms are premised on high school, college, and adult employees. There is no recording of police results for this test. Testing time is twenty-eight minutes and is hand scored.⁵

When employing highly reliable and standardized tests such as those enumerated above, it is not too difficult for two experienced test administrators to administer, score, interpret and evaluate the results of approximately fifty applicants in a matter of about three hours.

Because of the easy method of scoring, the accuracy of the scores' interpretation and the insight the tests reveal into the mental capacity of the applicants, the Intelligence Test holds a very essential position in the Police Selection Program.

Mental Aptitude: Years ago, when the mental test was first used to select police officers, the Personnel Department based its selection upon the results of tests which were designed to measure the applicant's ability and knowledge of general police duty, city information, and miscellaneous subjects such as penmanship, and geography. The test also contained questions regarding police procedure, law of arrest, police rules and regulations and other information which was considered part of the working police officer's "tools of the trade." The fallacy of such a testing program is quickly seen when we realize that a pre-medical student is not required to know the symptoms of rheumatic fever nor is the pre-law student required to know the procedure in filing an appeal.

The prevailing attitude represents a clearer understanding of test construction and testing theory. We now find that almost all agencies have abandoned the antiquated form of testing and have adopted the use of the Police Aptitude Test (Figure 46). The purpose of the Police Aptitude Test is to select from a group

⁵ This test is available from the Psychological Corporation, 522 Fifth Avenue, New York 36, New York.

of applicants those individuals who have the intellectual capacity to digest, understand, and apply the rudiments of the law enforcement profession. In general, the test measures the applicant's degree of proficiency in memory problems, deductive and inductive reasoning, reading comprehension, report writing, rules of grammar, and mathematic talents.

Among the outstanding Police Aptitude Tests available are the "O'Rourke Police Aptitude Test" from the International Association of Chief of Police⁶ and the "Policeman's Mental Abilities Test" from Public Personnel Association⁷ which "measure important knowledges and abilities required for success as a policeman."⁸

⁶ International Association of Chiefs of Police, Mills Building, Washington 6, D.C.

⁷ Public Personnel Association, 1313 E. 60th Street, Chicago 37, Ill.

⁸ From flyer published by Public Personnel Association explaining tests available.

FIGURE 46

MENTAL APTITUDE QUESTIONS FOR POLICE APPLICANTS

Vocabulary Measurement:

1. To say that a police chief is impartial means that he is
a) stern b) tactful c) courteous d) unbiased
2. To say that a criminal is subtle means that he is
a) bold b) crafty c) dangerous d) deranged

Mathematical Reasoning:

1. If three 8 hour shifts of three men apiece completed an assignment after working six full days, how many man hours had been put on the assignment?
a) 144 b) 216 c) 432 d) none of the above
2. The "reaction time" of an automobile driver is $\frac{3}{4}$ of a second. He is traveling at 60 m.p.h. (88 feet per second) and at this speed his brakes, when applied, will stop his car in 270 feet. The total distance his car will have traveled from the time he sights the danger until the time he has stopped the car is
a) 270 feet b) 281 feet c) 336 feet d) 358 feet

Deductive Reasoning:

1. Fact 1: Most prisoners serving a sentence of ten years or more in State Prison are second offenders.

Fact 2: J. Waters, an inmate of State Prison, is *not* a second offender

Conclusion: a) J. Waters is serving a sentence of ten years or more

b) J. Waters is serving a sentence of less than ten years

c) J. Waters is probably a "trusty" at State Prison

d) None of the above conclusions can be correctly drawn

2. Fact 1: The First National Bank of St. Louis was held up on January 14, 1951
Fact 2: M. Stevens, a convicted bank robber, was released from prison near St. Louis, on January 5, 1951, after serving a 5 year sentence
- Conclusion: a) M. Stevens took part in the robbery of the First National Bank
b) M. Stevens did not take part in the robbery of the First National Bank
c) M. Stevens may have taken part in the robbery of the First National Bank
d) None of the above conclusions can be correctly drawn

Reading Comprehension

1. Even in quite comparable situations, individuals differ widely in the rate at which they return to normal after excitement. One may recover from a violent fit of anger in a few minutes, while another is disturbed and irritated for hours thereafter. Similarly, of two persons caught in a terrifying accident, one may be haunted by it for days, while the other forgets it, emotionally, almost as soon as it is over." This means most nearly that
 - a) the tendency to stay excited when emotionally aroused varies with the individual
 - b) a person with a very hot temper will probably cool off very quickly
 - c) accidents that haunt one person and terrify another are comparable regardless of individual reaction
 - d) most individuals return to normalcy in about the same time
2. "Thus reinforcing each other, adequate education, followed by proper legislation for traffic safety, may succeed in eliminating the unfit drivers and in establishing acceptable rules of traffic conduct." This statement most nearly means that
 - a) rules of traffic conduct must be established by legislation
 - b) education in traffic safety in all the schools should be required by law
 - c) a procedure for eliminating unfit drivers should be established by law
 - d) a lowered accident frequency rate will result from the education of the public and the making of adequate laws

Rules of Grammar:

1. In the sentence, "A man in a light-gray suit waited thirty-five minutes in the ante-room for the all-important document," the word improperly hyphenated is
 - a) light-gray
 - b) thirty-five
 - c) ante-room
 - d) all-important
 2. The most accurate, grammatically, of the following sentences is
 - a) The commissioner, as well as his deputy and various bureau heads, were present.
 - b) A new organization of employers and employees have been formed.
 - c) One or the other of these men have been selected.
 - d) The number of pages in the book is enough to discourage a reader.
-

Social Adjustment: There are few persons who will try to deny the diversification and multiplicity of police duty. However, the emotional tensions and stresses similarly associated with the job generally have been overlooked. "The greatest need in the selection of candidates is for a valid, economical means of determining the emotional stability of police candidates."⁹ Prevailing statistics reflect that approximately ten percent of our population is suffering from emotional stresses. With such a high percentage so affected, the police departments are certain to receive their share of emotionally disturbed applicants. Yet, psychiatric evaluation of police applicants has made only slight inroads into the over-all selection program.

Oglesby's study shows that among ninety cities having a population in excess of one hundred thousand there are only twenty-six cities which "indicated a program of psychiatric or psychological testing of police applicants"¹⁰ and only fourteen of these "were considered to have a formalized program of psychiatric or psychological testing of police applicants."¹¹

In order to obtain true insight into the applicant's emotionalized attitudes and competence, the services of a reputable psychiatrist or psychologist should be enlisted. However, Oglesby points out that "the use of a psychiatrist or psychologist in the selection of police applicants is a relatively new and not too widespread technique,"¹² thus indicating a rather general hesitancy in many areas to seek the aid and counsel of the psychiatrist.

Regardless of whether a qualified psychiatrist or psychologist is consulted, all applicants should be subjected to a testing program that includes proper psychological tests which will determine their emotional stability. Dr. James Rankin, who has done considerable work in Preventive Psychiatry for the Los Angeles

⁹ MUNICIPAL POLICE ADMINISTRATION, The International City Managers' Association, Chicago, 3rd Edition, 1950, p. 112.

¹⁰ Thomas W. Oglesby, *The Use of Emotional Screening in the Selection of Police Applicants*, POLICE, Vol. 2, Number 3, Charles C Thomas, Springfield, Illinois, 1958, p. 49.

¹¹ *Ibid.*

¹² *Ibid.*, p. 52.

Police Department, points out that "final determination of the psychiatric acceptability of applicants is based upon two factors my impression after the clinical interview, and by the results of psychological testing."¹³

Dr. Rankin further explains that "one essential criterion in the selection of tests was their adaptability to group testing as well as on an individual basis. Two tests met this requirement: the Minnesota Multiphasic Personality Inventory and the Group Rorschach."¹⁴ However, both of these tests require administration and interpretation by a highly experienced psychiatrist and are not available to the general high school counselor or the personnel administrator.

Although there is no valid substitute for the individual-psychiatrist interview, as an alternative measure for those communities which are not able to employ a psychiatrist but wish to carry out their selection program as thoroughly as possible, the following tests are suggested:

THE PERSONALITY INVENTORY

The Personality Inventory represents a new departure in the measurement of personality in that it measures several different aspects at one time. The immediate effect of this is a very considerable saving both in cost and in the time required for administration. The facts that the nature of the traits being measured is not readily detectable and that the scales possess high reliability, which permits their being used to compare one individual with another, are further distinct advantages.

Six scales have been prepared and are now available . . . and may be briefly described as follows:

A measure of neurotic tendency. Persons scoring high on this scale tend to be emotionally unstable. . . . Those scoring low tend to be very well balanced emotionally.

A measure of self-sufficiency. Persons scoring high on this scale prefer to be alone, rarely ask for sympathy or encouragement, and tend to ignore the advice of others. . . . Those scoring low dislike solitude and often seek advice and encouragement.

¹³ James H. Rankin, M.D., *Preventive Psychiatry in the Los Angeles Police Department*, POLICE, Vol. 1, Number 6, Charles C Thomas, Springfield, Ill., 1957, p. 24.

¹⁴ *Ibid.*, p. 25.

A measure of introversion-extroversion. Persons scoring high on this scale tend to be introverted; that is, they are imaginative and tend to live with themselves. . . . Those scoring low are extroverted, that is, they rarely worry, seldom suffer emotional upsets, and rarely substitute daydreaming for action.

A measure of dominance-submission. Persons scoring high on this scale tend to dominate others in face-to-face situations. . . . Those scoring low tend to be submissive.

A measure of confidence in oneself. Persons scoring high on this scale tend to be hamperingly self-conscious and to have feelings of inferiority. . . . Those scoring low tend to be wholesomely self-confident and to be very well adjusted to their environment.

A measure of sociability. Persons scoring high on this scale tend to be nonsocial, solitary, or independent. . . . Those scoring low tend to be sociable and gregarious.¹⁵

This test comes in hand-scored and machine-scored editions and may be purchased from the Psychological Corporation, 522 Fifth Avenue, New York, N. Y.

THE ADJUSTMENT INVENTORY

The Adult Form of the Adjustment Inventory provides five separate measures of personal and social adjustment:

a. Home Adjustment. Individuals scoring high tend to be unsatisfactorily adjusted to their home surroundings. Low scores indicate satisfactory home adjustment.

b. Health Adjustment. High scores indicate unsatisfactory health adjustment; low scores, satisfactory adjustment.

c. Social Adjustment. Individuals scoring high tend to be submissive and retiring in their social contacts. Individuals with low scores are aggressive in social contacts.

d. Emotional Adjustment. Individuals with high scores tend to be unstable emotionally. Persons with low scores tend to be emotionally stable.

¹⁵ Robert G. Bernreuter, *MANUAL FOR THE PERSONALITY INVENTORY*, Stanford University Press, Stanford, Calif., Copyrighted 1935. Reprinted with the permission of the publisher.

e. Occupational Adjustment. Individuals with high scores tend to be dissatisfied with their present occupation. Those who make low scores tend to be well pleased with their present job.¹⁶

This test is available in both hand-scored and machine-scored editions from The Psychological Corporation, 522 Fifth Avenue, New York 36, New York.

STRONG'S VOCATIONAL INTEREST BLANK FOR MEN

Men engaged in a particular occupation have been found to have a characteristic set of likes and dislikes which differentiate them from men following other professions. The Vocational Interest Test is a device by which such patterns of interest may be determined. By means of it, also, it is possible to ascertain the pattern of interests with which a given individual's interests most nearly coincide, and hence the occupation for which he is best fitted so far at least as his interests are concerned.¹⁷

This test is available in both hand-scored and machine scored editions from the Psychological Corporation, 522 Fifth Avenue, New York, 36, N. Y.

The Physical Examination

The use of a Physical Examination to determine the fitness of police applicants is perhaps the oldest and most consistent of all evaluating criteria. Because this aspect of the qualifying sequence is such a time-consuming process, it is advisable to limit this portion of the Qualifying Program to those applicants who have successfully passed the written examination. In many cities this examination will be conducted by a physician assigned to the Civil Service Examination Board. However, in the small communities where this arrangement may not exist, the duty should be delegated to a sincere civic-minded physician who is interested in eliminating all applicants who have any organic or physical limitations, or whose general physical condition is such as to prevent them from performing the most arduous duties.

¹⁶ Hugh M. Bell, *MANUAL FOR THE ADJUSTMENT INVENTORY (ADULT FORM)* Stanford University Press, Stanford, Calif., copyrighted 1935. Reprinted with the permission of the publisher.

¹⁷ Edward K. Strong, Jr., *MANUAL FOR VOCATIONAL INTEREST BLANK FOR MEN*, Stanford University Press, Stanford, Calif., copyrighted 1938. Reprinted with the permission of the publisher.

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FIGURE 47

TO BE TYPEWRITTEN, PRINTED OR
HANDWRITTEN LEGIBLY WITH INK.

EACH QUESTION ON THIS FORM MUST BE
ANSWERED. THERE MUST BE NO BLANKS.
IF THE QUESTION DOES NOT APPLY TO
YOU, WRITE IN D.B.A.

THIS INFORMATION MUST BE ACCURATELY
REPORTED BECAUSE IT WILL BE USED AS A
BASIS FOR A DETAILED INVESTIGATION OF
YOUR BACKGROUND.

STATEMENT OF APPLICANT'S PRESENT HEALTH IN OWN WORDS. (Follow by description of past history, if complaint exists)												
FAMILY HISTORY					HAS ANY BLOOD RELATION (Parent, brother, sister, other) OR HUSBAND OR WIFE:							
RELATION	AGE	STATE OF HEALTH	IF DEAD, CAUSE OF DEATH	AGE AT DEATH	(Check each item)					YES	NO	RELATION(S)
FATHER					HAD TUBERCULOSIS							
MOTHER					HAD SYPHILIS							
SPOUSE					HAD DIABETES							
					HAD CANCER							
BROTHERS					HAD KIDNEY TROUBLE							
AND					HAD HEART TROUBLE							
SISTERS					HAD STOMACH TROUBLE							
					HAD RHEUMATISM (Arthritis)							
CHILDREN					HAD ASTHMA, HAY FEVER, HIVES							
					HAD EPILEPSY (Fits)							
					ATTEMPTED SUICIDE							
					BEEN INSANE							
ANSWER THE FOLLOWING QUESTIONS BY PLACING <input checked="" type="checkbox"/> MARK IN APPROPRIATE BOX: HAVE YOU EVER HAD, OR HAVE YOU NOW												
(Check each item)	YES	NO	(Check each item)	YES	NO	(Check each item)	YES	NO	(Check each item)	YES	NO	
DIPHTHERIA			VENEREAL DISEASE			DIZZINESS OR FAINTING SPELLS						
RHEUMATIC FEVER			LAWNESS			EAR, NOSE OR THROAT TROUBLE						
MUMPS			SCARLET FEVER, ERYSIPELAS			SEVERE GUM OR TOOTH TROUBLE						
WHOOPING COUGH			SWOLLEN OR PAINFUL JOINTS			NERVOUS TROUBLE OF ANY SORT						
EYE TROUBLE			CHRONIC OR FREQUENT COLOLS			ANY DRUG OR NARCOTIC HABIT						
RUNNING EARS			EXCESSIVE DRINKING HABITS			HOMOSEXUAL OR BISEXUAL TENDENCIES						
SINUSITIS			SHORTNESS OF BREATH			SOAKING SWEATS (NIGHT SWEATS)						
HAY FEVER			HIGH OR LOW BLOOD PRESSURE			PALPITATION OR POUNDING HEART						
BED WETTING			PAIN OR PRESSURE IN CHEST			STOMACH, LIVER OR INTESTINAL TROUBLE						
GOITER			CRAMPS IN YOUR LEGS			GALL BLADDER TROUBLE, GALL STONES						
TUBERCULOSIS			FREQUENT INDIGESTION			REACTION TO SERUM, DRUG OR MEDICINE						
ASTHMA			TRICK OR LOCKED KNEE			TUMOR, GROWTH, CYST, CANCER						
CHRONIC COUGH			PILES OR RECTAL DISEASE			FREQUENT OR PAINFUL URINATION						
JAUNDICE			SUGAR OR ALBUMIN IN URINE			KIDNEY STONE OR BLOOD IN URINE						
FOOT TROUBLE			ARTHRITIS OR RHEUMATISM			RECENT GAIN OR LOSS OF WEIGHT						
NEURITIS			FREQUENT TROUBLE SLEEPING			BONE, JOINT, OTHER DEFORMITY						
EPILEPSY OR FITS			LOSS OF MEMORY OR AMNESIA			LOSS OF ARM, LEG, FINGER OR TOE						
RUPTURE			PARALYSIS (INCLUDING INFANTILE)			PAINFUL THICK SHOULDER OR ELBOW						
APPENDICITIS			DEPRESSION OR EXCESSIVE WORRY			CAR, TRAIN, SEA OR AIR SICKNESS						
BOILS			FREQUENT OR SEVERE HEADACHE			FREQUENT OR TERRIFYING NIGHT MARES						
HAVE YOU EVER:				YES	NO	POLICE/WOMAN APPLICANTS ONLY: Have you ever				YES	NO	
WORN GLASSES						BEEN PREGNANT						
WORN AN ARTIFICIAL EYE						HAD VAGINAL DISCHARGE						
WORN HEARING AIDS						BEEN TREATED FOR A FEMALE DISORDER						
STUTTERED OR STAMMERED						HAD PAINFUL MENSTRUATION						
ATTEMPTED SUICIDE						HAD IRREGULAR MENSTRUATION						
BEEN A SLEEP WALKER						Complete the following:						
LIVED WITH ANYONE WHO HAD TUBERCULOSIS						AGE AT ONSET OF MENSTRUATION						
COUGHED UP BLOOD						INTERVAL BETWEEN PERIODS						
BLED EXCESSIVELY AFTER INJURY OR TOOTH EXTRACTION						DURATION OF PERIODS						
						DATE OF LAST PERIOD						
						QUANTITY: <input type="checkbox"/> NORMAL <input type="checkbox"/> EXCESSIVE <input type="checkbox"/> SCANTY						
WHEN THE ANSWER TO ANY OF THE ABOVE QUESTIONS IS YES, LIST THE INFORMATION REQUESTED ON REVERSE SIDE, AND WRITE A DETAILED NARRATIVE ACCOUNT OF EACH INCIDENT. LIST THE MOST RECENT CASE FIRST.												

LAPD FORM 1.57
REV. JULY 1957

MEDICAL RECORD

(OVER) PAGE 6



Fig. 48. Police applicants must be subjected to a rigid physical examination. Picture shows applicant lifting the 60 pound dumbbell.

Any laxity or indifference on the part of the examining physician will be reflected on the department's sick rolls or its disability pension roster.

As previously explained, the Physical Examination is composed of two parts:

1. The medical-laboratory examination which investigates the applicant's general state of health.
2. The physical examination which will measure the strength, muscular coordination, dexterity and agility of the applicants.

The first step is to have each applicant fill out a Medical History Sheet (Figure 47). This form will supply the examining physician with all necessary information about the applicant's medical background. Veterans should be required to request the Veterans' Administration to forward a copy of their military medical history to the examining physician (Figure 49). All

Form Approved.
Budget Bureau No. 76-B138-2.

NOTE.—The execution of this form does not authorize the release of information other than that specifically enumerated herein.

TO	Veterans Administration, 2030 West Taylor Street Chicago 12, Illinois	NAME OF VETERAN (Type or print)
		CLAIM NO. (If no C-No. give other identifying number) C-
NAME AND ADDRESS OF ORGANIZATION, AGENCY, OR INDIVIDUAL TO WHOM INFORMATION IS TO BE RELEASED Chicago Police Department 1121 South State Street, Chicago, Illinois Attn: Chief Surgeon		
<p align="center">VETERAN'S REQUEST</p> <p>I hereby request and authorize the Veterans Administration to release the following information, from the records identified above, to the organization, agency, or individual named herein:</p> <p>INFORMATION REQUESTED (Number each item requested and give the dates or approximate dates—period from and to—covered by each.)</p> <p>Full history of Service Connected Disabilities. Full history of Non Service Connected Disabilities.</p>		
PURPOSES FOR WHICH THE INFORMATION IS TO BE USED		
Employment		
NOTE.—Additional items of information desired may be listed on the reverse hereof.		
DATE	SIGNATURE AND ADDRESS OF CLAIMANT, OR FIDUCIARY, IF CLAIMANT IS INCOMPETENT	

applicants not having military service should be required to obtain a letter from their Selective Service Board explaining the reason for their non-service. This data will prove invaluable to the examining physician. It will help him tremendously to uncover any prior medical, physiological, or psychological difficulties experienced by the applicants. Serious medical and psychological experiences which are not presently evidenced or suffered by the applicant but which could possibly recur due to the physical, mental or psychological ramifications of police duty can be discovered in this manner.

The second step requires the examining physician to examine each applicant in terms of the height, weight, and chest expansion standards established by the city's medical department. A representative standard will be found in Figure 50. These requirements should be augmented by a comprehensive set of medical standards. Because of the uniformity found among the medical standards of the principal American cities, those employed by the Chicago Civil Service Commission can be consid-

FIGURE 50

HEIGHT, WEIGHT, AND CHEST REQUIREMENTS—SAN FRANCISCO POLICE DEPARTMENT¹⁵

Height, Weight, and Chest Requirements: Applicants must meet the following standards as to height, weight (weight without clothing), and chest measurements.

<i>Height</i>	<i>Minimum Weight</i>	<i>Maximum Weight</i>	<i>Chest Expanded</i>
5 ft. 9 inches	150 lbs.	180 lbs.	38 inches
5 ft. 10 inches	155 lbs.	185 lbs.	38½ inches
5 ft. 11 inches	160 lbs.	195 lbs.	39 inches
6 ft.	165 lbs.	200 lbs.	40 inches
6 ft. 1 inch	170 lbs.	205 lbs.	40½ inches
6 ft. 2 inches	175 lbs.	215 lbs.	41 inches
6 ft. 3 inches	180 lbs.	220 lbs.	41½ inches
6 ft. 4 inches	185 lbs.	225 lbs.	42 inches

¹⁵ San Francisco Civil Service Commission, EXAMINATION ANNOUNCEMENT: Q2 POLICEMEN, SUPPLEMENT B, 10-5-51.

ered representative and are submitted as a suggested guide for those communities wishing to establish a thorough set of medical standards (Figure 51).

FIGURE 51
MEDICAL STANDARDS FOR PATROLMAN OF POLICE¹⁹

Personal and Family History:

On Civil Service Form 40, the applicant shall in writing inform the examiners of (1) his occupation, (2) cause of father's death and mother's death and age of each upon death, (3) any serious injury such as broken limb, etc., (4) any surgical operations.

Age, Weight Measurements:

Rule III, Section 9 (Police and Fire) shall apply, examining physician must reject if in his opinion the applicant is obese, displays muscular weakness or poor physique.

Vision:

Glasses not permitted. Must be able to read 20/30 with each eye and 20/20 combined (Snellen's Test). The applicant must be free from color blindness as indicated by an appropriate test with yarns for color perception.

Lungs:

Lungs and all structures of respiration must be free of active disease.

Heart:

Heart must be normal. Any indication of disease of this organ or of blood vessels must reject.

Blood Pressure:

Must be normal as determined by the examining physician.

Hearing:

Must be normal as determined by the examining physician.

Brain and Nervous System:

Must be normal beyond a question of a doubt upon examination by the examining physician. Any history or evidence of disease of the brain or spinal cord must reject.

Serious Injury or Illness:

Must be a complete recovery and without effect on the physical capacity to perform the duties of a patrolman.

¹⁹ Chicago Civil Service Commission, *Medical Standards—Patrolman*, #2, November 3, 1952.

Physical Defects:

Use of legs, arms, hands and feet must be full and complete, excepting that one joint missing from left hand need not be cause for rejection as determined by the examining physician, nor need left hand ankylosis that affects not more than one finger or thumb joint be cause for rejection unless so determined by the examining physician.

Any physical characteristic that could interfere with good active service or affecting appearance is cause for rejection.

Hammer-toe or flat feet may be cause for rejection as determined by the examining physician.

Hernia or Potential Hernia:

Must reject until repaired and well healed.

Piles:

Must reject until repaired and well healed.

Varicosities:

Must reject for all except slight varicose veins.

Skin and Scalp:

Any infectious or contagious disease or pronounced evidence on any part of the body of any disease may be cause for rejection as determined by the examining physician.

Teeth:

Must reject until cured for decayed or badly broken tooth, for tooth temporarily filled, unreplaced missing teeth except where the site is too narrow or too remote to reasonably require replacement. Properly fitting upper and lower dentures and permanent and removable bridges are acceptable.

Liquor, Tobacco, Drugs:

Indication of undue use of any must reject.

General: Other Defects:

Any of the following shall reject if and as determined by the Medical Examiner upon certification and prior to appointment:

1. Presence of any venereal disease.
2. Renewed presence of sugar, albumen, or casts in the urine.
3. Evidence of present or previous disease of the lungs indicating disablement as to the duties of a patrolman.

Applicant must submit to chest x-ray if and as directed by the Civil Service Commission.

Blood and urinalysis to be given on the day of assignment to position from the eligible register.

Examining physician must reject in all cases where the applicant fails to meet any of the above medical standards.

The causes of rejection are not limited by the above enumeration. The Medical Examiner may put any question, make any examination and reject for any cause which in his opinion tends to impair present or future health or fitness.

The third step is to subject the remaining applicants to a sound physical examination to determine whether or not they possess a sufficient amount of strength, dexterity, agility, and muscular coordination to be able to perform the duties of a police officer properly. Because police duties are arduous as well as requiring performance regardless of climatic conditions, policing is one profession which must require that its members:

1. Possess sound digestive tracts in order to be able to adjust properly to the monthly fluctuations in hours and working conditions.
2. Have above-average physical stamina to withstand the rigors of varying types and degrees of climatic conditions.
3. Have a sufficient amount of physical strength, agility, and coordination to engage in the various types of altercations common to police duty.

On the basis of the above-mentioned factors, it is obvious that a Strength Test must be included as part of the Physical Examining sequence. This test must be sufficiently thorough so that only those applicants who are in top physical condition will be able to qualify. To assist cities in adding this aspect to the Physical Examining sequence, a "Strength Test" is presented in Figures 52 and 53.

FIGURE 52
MASSACHUSETTS CIVIL SERVICE POLICE ENTRANCE EXAMINATIONS²⁰
Requirements for Strength Test

1. *Dummy Lifts:* 150-pound dummy and 125-pound dummy. Candidate will stand astride the dummy. Arms should be well wrapped around the middle of the dummy. Candidate should lift the dummy from the floor to his chest in one motion. From the chest position, candidate may use legs in jumping or driving dummy onto his shoulders. Examiner will notify candidate when he has dummy in proper position. Candidate will then lower dummy returning it gently to its original position. Two tries given on each weight starting with 150-pound dummy. Candidate starting with 125-pound dummy will not be allowed a later trial on 150-pound dummy.
2. *Standing Broad Jump:* Toes must be kept behind the take-off mark. Toes extending or sliding over this mark on the take-off or jump will count as one try, but no credit will be allowed for this jump. Bouncing or crow-hopping on the take-off disqualifies the jump. Measurement of the jump is taken from the nearest part of the body touching the mat towards the take-off mark. Three tries will be given and the result of the best jump will be taken.

3. *Dumbbells*: Weights—75, 70, 65, 60, 50 pounds. Weights may be lifted from floor to shoulder with either one or both hands. There must be a definite pause with the weight at the shoulder. From shoulder position, the weight must be pushed or pressed upward from the shoulder until the arm is fully extended over the head. After the weight has reached the shoulder position, the candidate must keep heels on the floor, knees must be straight, hips firm until the lift has been completed. Jumping the weight up by bending and then extending the knees, rolling and snapping of hips or body to start the weight is not permitted. Two tries with each hand on each weight starting with the heavier weights is permitted. Right and left hand lifts are added together for total.
4. *Abdominals*: From supine position with 35-pound dumbbell on chest, candidate will come up to a sitting position without raising thighs or legs more than two inches. The dumbbell must be held against the chest on or above the nipple line. Deliberate rolling the dumbbell in order to get momentum is not permitted. Roll caused by the natural movement of the wrist in sitting up is permitted. Arching and bouncing of back in order to sit up is not allowed. Improper performance does not rate partial credit. Only one test will be allowed.
5. *Rope Climbing*: Standard gymnasium, climbing rope marked at 2-foot intervals from the mark 14 feet above the starting point. Climb is started with candidate's hands placed on mark 6 feet from floor. Climb must be done by hand-over-hand method. Arms only are permitted to be used. There shall be no contact on the rope by squeezing or nipping with the legs during the climb. Candidate must climb 14 feet to get the minimum marking of 60%. Any climb less than this is complete failure in event. Only one try will be given.
6. *Fence Vault*: A standard gymnasium low horizontal bar is used. Standing or running start is allowed. No part of body may touch bar except hands. Candidate must release his hand grip on bar before he lands on mat on far side. Candidate will be given three tries at each of the following heights: 5 feet 6 inches, 5 feet, and 4 feet 6 inches.
7. *Ladder*: Equipment—18 foot straight-side ladder placed against balcony or running track. 125-pound dummy placed on floor of balcony or running track near ladder. Bottom of ladder braced against floor cleat to prevent slipping. Top of ladder held by two safety men in balcony or track. Candidate starts from standing position at foot of ladder. He climbs to balcony or track and lifts or swings dummy to shoulders. It is advisable to use firemen's carry on dummy. He then descends ladder. Event is completed when candidate reaches floor at original starting position. Dummy must be under control throughout the event. Event on time basis. Only one trip allowed.
8. *440-Yard Run*: To be marked on time basis. Only one try allowed.
9. *50-Yard Swim*: No time limit. Examiner will describe and illustrate each event. If candidate does not follow or comply with instruction, he will be given no credit and will be taken off that event.

²⁰ A MANUAL FOR THE INSTRUCTION OF APPLICANTS FOR EXAMINATION FOR THE POLICE SERVICE, The Commonwealth of Massachusetts, Division of Civil Service, pp. 107-108. Reprinted by permission.

FIGURE 53

RATINGS OF POLICE STRENGTH TESTS²¹*(All Towns and Cities will be Rated According to the Same Standards)*

<i>Order</i>	<i>Points</i>		<i>Results</i>	<i>Per Cent</i>
1	5	Dummy Lifts	150 Lbs.	100%
			125 Lbs.	70
		If unable to lift 125-pound dummy in proper manner, failure in event.		
			<i>Length</i>	
2	5	Standing Broad Jump	8'	100%
			7' 8"	90
			7' 4"	80
			7'	70
			6' 8"	60
		Any jump below 6' 8" is failure in event.		
			<i>Total Both Hands</i>	
3	6	Dumbbells	150 Lbs.	100%
			145 Lbs.	95
			140 Lbs.	90
			135 Lbs.	85
			130 Lbs.	80
			125 Lbs.	75
			120 Lbs.	70
			110 Lbs.	65
			100 Lbs.	60
		Total below 100 pounds, failure in event.		
			<i>Sit-Ups</i>	
4	5	Abdominals	5	100%
			4	80
			3	60
			2	40
			1	20
		If unable to perform at least 1 sit-up, failure in event.		
			<i>Height</i>	
5	7	Rope Climb	22'	100%
			20'	90
			18'	80
			16'	70
			14'	60
		Not attaining 14', failure in event.		

<i>Order</i>	<i>Points</i>		<i>Height</i>	<i>Per Cent</i>
6	5	Vault	5' 6"	100%
			5'	85
			4' 6"	70
		Not attaining 4' 6", failure in event.		
			<i>Seconds</i>	
7	6	Ladder	35	100%
			36-40	90
			41-45	80
			46-50	70
			51-55	60
			56-60	50
		Slower than 60 seconds, failure in event.		
			<i>Str't- away</i>	
			4 Laps	
			6 Laps	
			8 Laps	
			<i>Secs.</i>	
8	9	440-Yard Run	55-60	60-65
			61-65	66-70
			66-70	71-75
			71-75	76-80
			76-80	81-85
			81-85	85
			85-90	70
		Slower than 70 seconds, 75 seconds, 80 seconds, 85 seconds, failure in event.		
9	2	50-Yard Swim	No time limit.	

The Character Investigation

A comprehensive, concise, and exacting Character Investigation is one of the most paramount aspects of the Selection Program. "The purpose of the character investigation is to determine the candidate's reputation among the people with whom he has worked and lived, and if his habits and attitudes make him a good prospect for police work."²¹ Although this an an extremely costly process when considered in terms of manpower which must be detached from regular duty; and in terms of man hours which must be devoted to conducting a thorough investigation, the expense so incurred will be well worth the price! Its value

²¹ A MANUAL FOR THE INSTRUCTION OF APPLICANTS FOR EXAMINATION FOR THE POLICE SERVICE, The Commonwealth of Massachusetts, Division of Civil Service, pp. 111-112. Reprinted by permission.

²² MUNICIPAL POLICE ADMINISTRATION, The International City Managers' Association, 3rd Edition, Chicago, 1950, p. 104.

will be realized many times over during the police career of each thoroughly selected group. Because this is a very time-consuming process, the Character Investigation should be limited to those applicants who have successfully completed the Written and Physical portions of the Selection Process.

Is a Character Investigation Necessary? With the ever-increasing number of college trained Personnel Administrators entering the police service, the need for a thorough Character Investigation is rapidly become more crystalized. However, the Character Investigation is not always as thorough as it should be and may, in some localities, be missing from the department's qualifying process.

It is advisable for every police department to conduct a thorough Character Investigation in its selection program for the following reasons:

1. It serves as an additional method of further verifying the emotional stability of the applicants.
2. It is the most accurate instrument available for evaluating the applicants' character; i.e., honesty, integrity, and morality.
3. It is an essential instrument for gathering information upon which the Oral Board can establish its inquiry.
4. Its findings will supplement the Written, Physical, and Oral Board evaluations. In this way, a more accurate analysis of the applicants' over-all suitability for the position will be obtained.

Although we would like all unqualified applicants eliminated, the Character Investigation is by no means a foolproof method. Regardless of the ability, energy, and sincerity of the investigators, a few undesirable candidates will manage to get themselves certified. For the most part, these men will be discharged during the Probationary Period.

Who Should Conduct the Character Investigation? In some localities, the responsibility for making the Character Investigation lies with the Personnel Agency or the Civil Service Commission; whereas in the majority of cities, the power is delegated to the police departments.

The Character Investigation, which is now recognized as an intrinsic part of the total examining process, should be the responsibility of the police department. The following reasons strongly substantiate this position:

1. Investigations, whether they are of a criminal nature or not, are a recognized function of general police duty.
2. Experienced police officers, having a firsthand knowledge of police duty as well as of the thinking and attitudes necessary for good job performance, are better able to evaluate the candidates in these areas than are the civilian investigators.
3. Dedicated and sincere officers, considering this assignment as a responsibility to their fellow officers, will make a sincere effort to prevent the unqualified from joining the department.
4. Investigations conducted by any city organization other than the police department will entail unnecessary additional expense because experienced investigators will have to be hired.
5. The assignment of inexperienced investigators by the city will result in many inadequacies thereby defeating the actual purpose of the investigation.

Selection of Investigators: Although the making of a criminal investigation is considered an ordinary facet of every police officer's duty and responsibility, not all police officers are able to perform a comprehensive investigation. As a result of this condition, a Commanding Officer is quick to assign all major criminal investigations to his most competent officers. *A fortiori*, not all police officers are able to make a thorough Character Investigation. Consequently, this assignment must be given to a select group of investigators. The major cities, i.e., New York, Chicago, and Los Angeles, as well as some of the smaller departments, have a specially trained staff who are responsible for making all Character Investigations. All police departments, regardless of size, should delegate this important assignment to the same officer or group of officers. In this way, a comprehensive, thorough, and standardized system of investigations will be established and maintained.

When contemplating the formation of an investigative staff,

the Personnel Officer should evaluate prospective investigators in terms of the following criteria:

1. Consider the police officer's background as an investigating officer. He should have, at the very least, three years of investigative experience. Particular emphasis should be placed on his record as a criminal investigator. Copies of his reports should be analyzed to evaluate further his traits of accuracy, determination, efficiency, completeness, perseverance, and honesty.
2. Consider the police officer's personality. He should be impartial in his judgment, discreet and polite in his manner, friendly yet businesslike in his approach, and know how to pose the proper type of question while also being a good listener.
3. Consider the police officer's personal appearance. He should be neat and clean, have a military bearing, and in general present a good physical appearance.

Character Investigation Procedure: For all practical purposes, the Character Investigation actually begins with the fingerprinting of applicants when taking the Physical Examination. The fingerprints of each candidate should be cleared through the files of the Federal Bureau of Investigation, the state police records, the files of all city police departments where the applicant has been a resident, and, of course, the local police files. Whenever possible, similar checks should be made in all of the above localities against the applicant's surname and alias, if any.

Applicants not eliminated by the end of the Physical Examination should be mailed a Character Investigation Form together with a set of instructions. The purpose of the Character Investigation Form is to furnish the police department with a complete autobiography of each applicant. When the form is completed, it will supply the investigating officer with all the necessary information he will need to conduct a thorough investigation. A copy of the Character Investigation Form will be found in Figure 54.

The Character Investigation Form: When this form is filled out by the applicant and interpreted by the investigating officer, it becomes an effective tool in conducting the character investigations. Set out below on the left side of the page are the general

FIGURE 54
CHARACTER INVESTIGATION FORM
POLICE DEPARTMENT
PURPOSE, ILLINOIS

Date Mailed _____

DIRECTIONS: Read each question carefully before answering. All questions must be answered, if any question does not apply to you, answer "NONE". All answers must be typewritten, and signature must be in INK. Answer all questions truthfully as any deliberate omissions, errors, or fraudulent answers will be sufficient grounds for your rejection. This form as well as the required credentials must be submitted to the Personnel Officer, Police Department, Purpose, Illinois, within two weeks from date mailed.

NAME _____ Last _____ First _____ Middle _____

LIST ALL OTHER NAME(S) BY WHICH YOU HAVE BEEN KNOWN

_____ Last _____ First _____ Middle _____

_____ Last _____ First _____ Middle _____

DATE OF BIRTH _____ 19 _____ PLACE OF BIRTH _____
(Residence not Hospital) _____ City _____

RESIDENCY

PRESENT ADDRESS _____ Number and Street _____ City _____ Zone _____ State _____

HOME TELEPHONE _____ BUSINESS TELEPHONE _____

NAME OF LANDLORD _____ Last _____ First _____ Middle _____ TELEPHONE NO. _____

LANDLORD'S ADDRESS _____ Number and Street _____ City _____ Zone _____ State _____

PRESENT VOTING ADDRESS _____ Number and Street _____ City _____ Zone _____ State _____ WARD _____ PRECINCT _____

PREVIOUS ADDRESSES. (Begin with address previous to present, list in chronological order for the past ten (10) years.)

ADDRESSES	CITY	STATE	FROM Month-Year	TO Month-Year	RENTED OR OWNED

MARTIAL STATUS

PRESENT MARTIAL STATUS: SINGLE ☐ MARRIED ☐ DIVORCED ☐ SEPERATED ☐ WIDOWER ☐

IF PRESENT OR A PREVIOUS MARRIAGE HAS BEEN ANNULLED, OR IF YOU ARE DIVORCED OR SEPERATED FILL IN THE NECESSARY INFORMATION:

INDICATE WHICH APPLIES	DATE OCCURED	BY AUTHORITY OF	COURT	OTHER PARTY	REASON

LIST ALL CHILDREN BORN OF YOUR ISSUE:

NAME	DATE OF BIRTH	PRESENT ADDRESS	MOTHER

ARE YOU SUPPORTING YOUR FORMER WIFE AND CHILDREN AS WELL AS YOUR PRESENT FAMILY? YES ☐ NO ☐
IF NOT, EXPLAIN _____

MILITARY RECORD

HOW MANY PERIODS OF MILITARY SERVICE HAVE YOU HAD?

INCLUDE ALL DRAFTS, VOLUNTARY ENLISTMENTS, AND RECALLS TO SERVICE:

BRANCH OF SERVICE	SERIAL NO.	FROM Month—Year	TO Month—Year	HIGHEST RANK ATTAINED	RANK AT DISCHARGE

(Photostatic copy of each Military Discharge must accompany this form. Failure to comply will retard your processing. If you have had no Military Service mark NONE on first line.)

LIST ALL SELECTIVE SERVICE CLASSIFICATIONS YOU HAVE HAD:

REASON FOR NON-SERVICE:

PRESENT BOARD NO. _____ ADDRESS _____ CITY _____ STATE _____
SELECTIVE SERVICE NO. _____ DATE OF LAST CLASSIFICATION _____

ARREST RECORD

HAVE YOU EVER BEEN ARRESTED? (This Includes Traffic Summons, Juvenile Record, Truancy and Runaways) YES ☐ NO ☐

DATE	CITY	STATE	VIOLATION	COURT	DISPOSITION

WHERE YOU EVER INVOLVED IN A CIVIL CAUSE OF ACTION? YES ☐ NO ☐

DATE	CITY	STATE	CAUSE OF ACTION	COURT	DISPOSITION

YOU WERE: DEFENDANT ☐ PLAINTIFF ☐ WITNESS ☐

CITIZENSHIP

YOU ARE A CITIZEN BY: BIRTH ☐ NATURALIZATION ☐ IF NATURALIZED CITIZEN - CERTIFICATE NO. _____

DATE	COURT	CITY AND STATE

NAME AND PRESENT ADDRESS OF YOUR SPONSOR: _____

HAVE YOU EVER BEEN A MEMBER OF, BEEN ASSOCIATED WITH, PAID DUES TO OR CONTRIBUTED MONEY OR OTHER VALUABLES TO ANY COMMUNIST PARTY OR ANY OTHER SUBVERSIVE ORGANIZATION? YES ☐ NO ☐
IF YES EXPLAIN: _____

EMPLOYMENT

SOCIAL SECURITY NUMBER: _____

PRESENT EMPLOYER: (Give Name & Address of Firm) _____

DATE EMPLOYED _____

SUPERVISOR _____

PREVIOUS EMPLOYER: (Beginning with employer prior to present employer, list in chronological order, all former employers for past 10 years.)

NAME AND ADDRESS OF FIRM	CITY AND STATE	FROM		TO	
		Month-Year		Month-Year	

EDUCATION

LIST ALL SCHOOLS YOU HAVE ATTENDED: (Grammar, High, College, Trade School, Etc.)

NAME AND ADDRESS OF SCHOOL	FROM Month—Year	TO Month—Year	GRADUATED
			YES <input type="checkbox"/> NO <input type="checkbox"/>
			YES <input type="checkbox"/> NO <input type="checkbox"/>
			YES <input type="checkbox"/> NO <input type="checkbox"/>
			YES <input type="checkbox"/> NO <input type="checkbox"/>
			YES <input type="checkbox"/> NO <input type="checkbox"/>
			YES <input type="checkbox"/> NO <input type="checkbox"/>

(Transcript of credits from last school attended must accompany this form. Failure to comply will retard your processing.)

MISCELLANEOUS

LIST ALL SOCIAL, FRATERNAL, LABOR, AND SCHOLASTIC ORGANIZATIONS OF WHICH YOU ARE A MEMBER:

NAME AND ADDRESS OF ORGANIZATION	TYPE OF ORGANIZATION	NAME OF SPECIAL RANK OR POSITION HELD BY YOU

HAVE YOU EVER BEEN BONDED? YES ☐ NO ☐
WHY? _____

BY WHOM: _____ ADDRESS _____ DATE _____

HAVE YOU EVER BEEN REFUSED BOND? YES ☐ NO ☐
WHY? _____

BY WHOM: _____ ADDRESS _____ DATE _____

GIVE YOUR CHAUFFEUR'S OR OPERATOR'S LICENSE NUMBER: _____ EXPIRATION DATE: _____

RESTRICTED TO HYDRAMATIC VEHICLES? YES ☐ NO ☐
WAS YOUR LICENSE EVER SUSPENDED OR REVOKED? YES ☐ NO ☐ DATE: _____
WHY? _____

HAVE YOU EVER BEEN FINGERPRINTED OTHER THAN DURING PRESENT PROCESSING? YES ☐ NO ☐ DATE: _____
WHERE _____ WHY? _____

Signature of Applicant

classifications enumerated on the Character Investigation Form. On the right side of the page are guides for the investigating officer to assist him in substantiating his investigation,

<i>General Classification</i>	<i>How to Check It</i>
Name—Date & Place of Birth	When conducting investigation, be certain to check all factors and items of the Form against both surname and any aliases given. Be sure to obtain an affidavit from applicant explaining reason for alias. Verification of date and place of birth can be made by Birth Certificate, naturalization papers, insurance papers, and school transcripts. ²³ Generally, it is advisable to check these items against each other to uncover discrepancies in age.
Residency	Visit premises listed as both present and past local residences. Verification of residency can be made by rent receipts, electric, gas, and telephone bills and voting registration card. Interview two persons, such as, landlord, janitor, tenants, neighbors at each location to verify residency. These persons can be interviewed regarding the applicant's character, moral rectitude, sobriety, emotional stability, and family life. Non-city residency can be checked by contacting landlord or real estate agent via mail.
Marital Status	If in doubt as to validity of marriage, require proof by marriage certificate. In cases of divorce, separation or annulment, it is necessary to find out if the applicant is complying with the ruling of the court regarding child support and alimony payments.
Military Record	Verify claims of military service by military discharge papers and by the medical release from the Veterans' Administration. Investigate accurately to determine whether the applicant has served more than one enlistment. In situations involving more than one enlistment, the investigating officer must be certain that each discharge is properly documented. Military records must also be investigated for disciplinary action or criminal behavior while in service.

²³ For a discussion of the proof of Pedigree see Franklin Kreml, *THE EVIDENCE HANDBOOK FOR POLICE*, Northwestern University Traffic Institute, 1943, pp. 49-51.

Investigating officer will interview members of the Selective Service Board having jurisdiction over the applicant and obtain information regarding the reason for his non-service. To see certain records, written permission must be obtained from the applicant.

Arrest Record

Check the findings of the fingerprint search made by the Federal Bureau of Investigation, the state bureau and city department. Particular care must be taken to ensure that the records of all cities where the applicant has lived have been checked and cleared. Locally, the applicant should be checked by his surname, aliases, and by driver's license number. He must be cleared by all specialized units of the department as well as by the Bureau of Identification and Bureau of Records (Fig. 56). A clearance must also be obtained from the Clerk of the Criminal Court; a copy of the form used in Chicago is shown in Fig. 57. Obtain transcript of all arrests and summonses involving the applicant on both the state and city level. Court dispositions of these charges must also be incorporated into his file.

Citizenship

This can be verified by birth certificate, school records, insurance papers, and similar documents. Naturalization papers must be examined in all situations involving naturalized citizens. In addition to local department files, a check must be made with the Federal authorities, state and city police departments where the applicant has lived to determine whether or not he has ever been a member of any subversive organization. Further data on this problem can be obtained by investigating social clubs, fraternal organizations, and labor groups of which the applicant claims to be a member.

Employment

The applicant must list all types of employment: full or part time, self-employed or otherwise. The applicant must be able to justify all periods of prolonged unemployment, i.e., any period of idleness lasting one month or more. The applicant should be prepared to substantiate his reasons for unemployment by affidavit of two reputable persons.

When investigating periods of employment, it is wise to check *actual* employment dates carefully against the dates cited by the applicant. It is a common trick

for applicants to cover dismissals (which they do not want discovered) and periods of idleness by extending periods of successful employment.

The investigator must visit all former employers and whenever possible the immediate supervisors of the applicant. In many instances, the employer or personnel manager will be able to do nothing more than validate duration of employment. Information concerning his personality and work relations can be learned only by interviewing immediate superiors. Some firms will not allow interviews with plant personnel during working hours. However, they will supply names and telephone numbers. In this way, arrangements can be made to visit these people at their homes. To substantiate periods of self-employment, applicant must show evidence of business, such as, business records, bills, receipts, statements from business associates, customers and clients. The investigating officer should interview two businessmen with whom the applicant had done business.

Education

The applicant is required to submit an official transcript of his school record from the highest academic institution he has attended. In most instances, the school authorities will forward the transcript directly to the police department as they are reluctant to give these documents to former students. Whenever possible, it is wise to interview at least one former teacher or student adviser.

Social and Fraternal Organizations

All clubs should be checked against the list of subversive organizations published by the Federal Government. The investigating officer must interview one club official and one associate member regarding the sobriety, affability, personal habits and decorum of the applicant.

Bonding

The bonding of an applicant by a former employer expresses a strong feeling of trust and fiduciary relationship. Both the former employer and the bonding company officials should be interviewed. Conversely, a decline of bond necessitates a comprehensive investigation in order to determine fully the reason for such refusal.

Chauffeur's License The license is useful as a means of verifying other data. If the applicant does not have a license, or if it is restricted to automatic transmission, advise him to obtain a non-restricted license so he will be qualified to operate department vehicles.

Duties and Responsibilities of the Investigating Officer: The investigating officer should examine the Character Investigation Form for the following information:

1. To see that it has been properly filled out.
2. To cross-check it against applicant's file jacket to determine whether the credentials needed to substantiate statements made by the applicant in his Character Investigation Form have been submitted.
3. To uncover matters which will merit special investigation, i.e., discrepancies in answers, prolonged periods of unemployment, constant shifting of employment, non-veteran status, etc.



Fig. 55. Fingerprints offer an accurate method of identification and should be examined in federal and local levels. Technician is shown comparing fingerprints of Chicago applicant.

FIGURE 56

POLICE TRAINING DIVISION

Kindly put your stamp of approval in the proper place.

Detective Bureau Files

Security Section

Sex Bureau

Narcotics Bureau

Vagrancy Section

Juvenile Section

Figure 57

POLICE DEPARTMENT QUESTIONNAIRE

Character Investigation of Candidate Patrolman:

Name _____ Age _____ Race _____
Date of Birth _____ Place of Birth _____
Present Address _____ From _____ To _____
Previous Address _____ From _____ To _____
Previous Address _____ From _____ To _____

The following indicates whether or not candidate was under indictment:

Grand Jury Docket No. _____
True Bill _____
No Bill _____
No Record ☐

The Clerk of the Criminal Court for the County of Cook, State of Illinois.

Per Deputy Clerk _____

Seal of the Office of the Clerk of the Criminal Court, State of Illinois

Dated this _____ Day of _____ 195

Signature of Investigating Officer _____

Rank _____ Star _____ Dist. _____

FIGURE 58

DEPARTMENT OF PERSONNEL SELECTION
JONES, ILLINOIS

Dear Sir:

One of the applicants _____ Social Security No. _____
for the position of patrolman on this police department states in his application that he was employed
by your organization as a _____ from _____ to _____

Will you kindly verify these dates of employment and rate the applicant on the items listed
below. Any information you can furnish the undersigned concerning the employment of the above named
applicant will be appreciated.

Sincerely yours,

Director of Personnel

Date _____

Address _____ Social Security No. _____

Dates of Employment:

From _____ to _____

Title of Position Held _____ Attendance Record _____

Date of Birth Given to Employer _____ Quality of Work _____

Ability To Get Along With Others _____ If any of these items are unfavorable, explain

Did He Have Trouble With Creditors? _____ Explain _____

Reason For Leaving This Firm _____

Would He Be Rehired? _____ Explain _____

Other Remarks _____

Title _____

4. To obtain names, addresses, and telephone numbers of persons who must be interviewed.

Experienced administrators feel that an investigator should not be given more than four investigations at any one time.

After this data has been obtained for each applicant assigned, the group should be examined for similarities in places of employment, school attendance, membership in social clubs, etc. This information should be cross-indexed on three-by-five index cards. A separate card is made for each place of inquiry, then the names of the candidates who can be investigated at that location are listed alphabetically on each card. In this manner, the investigating officer eliminates many needless trips to the same place when investigating more than one applicant. It is also time-saving as several applicants can be investigated simultaneously.

Some applicants may have attended school or worked in other cities. In such situations, investigator must make inquiry by mail. A suggested form is shown in Figure 58. Generally not much information other than employment duration will be obtained from this investigation. When making out of state inquiry, it is good business procedure to include a stamped self-addressed envelope with the inquiry form. It is also advisable for the investigating officer to make carbon copies of all written communications which can be filed in the applicant's file jacket.

Selective Service Board #82
9117 Orange Ave.
Po-7-1122

Hours 9 - 6

Re: Adams, George, Reg. #61-22-34-333
8716 Apple Street
McDonald, Thomas, Reg. #61-31-32-702
9310 Maple Street
Smith, Robert, Reg. #61-22-31-615
9218 Lemon Street

Remarks: Appointment with Mrs. Roberts
Tuesday, Feb. 18, 2 p.m.

Board of Education
7719 S. Main Street
Ad-9-0031

Re: Adams, George,
8716 Apple Street
Graduated Jefferson High, June, 1951

McDonald, Thomas
9310 Maple Street
Graduated Marshall High, June, 1952

Remarks: Appointment with Mrs. Smith
Wednesday, Feb. 19, 3 p.m. Re:Adams
Appointment with Mr. Thomas
Wednesday, Feb. 19, 3:30 p.m. Re:McDonald

Cross-indexing of Applicants cuts investigating time and increases efficiency.

Officers assigned to character investigation work should always telephone in advance of appointments with persons to be interviewed. This approach saves the officers from making needless trips trying to reach them on the spur of the moment. It likewise impresses these persons with the efficiency and businesslike procedure of the police department.

Interviewing the Employer: The investigating officer should be prompt for all appointments, be courteous in his manner, and display a friendly, businesslike approach. The Employment Investigation Reference Sheet, Figure 59, should have the applicant's name, address, and the name and address of the business firm already typed in. All specific points necessitating verification or explanation should be noted on a small index card. This card stapled to the Employment Investigation Reference Sheet serves as a prompt and effective reminder as to the data required from the interview.

Interviewing Former Neighbors: The term "Neighbor" in addition to its general connotation represents all persons, i.e., landlords, tenants, friends, associates, who might be interviewed by the investigating officer on behalf of a police applicant. It is

FIGURE 59

EMPLOYMENT INVESTIGATION REFERENCE SHEET

Name of Candidate _____	Social Security No. _____
Address _____	Telephone No. _____
<hr/>	
Company/Employer _____	Business Phone _____
Address _____	Date of Interview _____
Name & Title of Person Interviewed _____	
Dates of Employment	
From _____	To _____
Title of Position Held _____	Attendance Record _____
Date of Birth Given to Employer _____	Quality of Work _____
Ability to Get Along With Others _____ If any of these items are unfavorable, explain:	

Did He Have Trouble With Creditors? _____ Explain: _____	
Reason For Leaving This Firm: _____	
Would He Be Rehired? _____ Explain _____	
Other remarks _____	
<hr/>	
Company/Employer _____	Business Phone _____
Address _____	Date of Interview _____
Name & Title of Person Interviewed _____	
Dates of Employment	
From _____	To _____
Title of Position Held _____	Attendance Record _____
Date of Birth Given to Employer _____	Quality of Work _____
Ability to Get Along With Others _____ If any of these items are unfavorable, explain	

Did He Have Trouble With Creditors? _____ Explain: _____	
Reason For Leaving This Firm: _____	
Would He Be Rehired? _____ Explain _____	
Other remarks _____	



Fig. 60. Information concerning an applicant's attitude and work record can be obtained most accurately when his employers and co-workers are questioned.

advisable to have the opinion of more than one person at each address listed for interview. The Chicago Police Department requires three interviews for each former address given by the applicant. Although dinnertime is the most likely time to find people at home, it is not the most convenient hour insofar as the person to be interviewed is concerned. However, because the names of many of those to be interviewed will not be known beforehand, pre-arranged appointments will be difficult to make. It might be wise to seek such persons as landlords, janitors, and

housewives during the afternoon hours and the working men after the dinner hour.

The investigating officer should have a sufficient number of the Character Investigation Reference Sheets, Figure 61, prepared with the name and address of the applicant typed in. All specific points regarding the applicant which are likely to be verified or explained should be noted on an index card which in turn can be stapled to the Reference Sheet. In this way, essential points are not left to memory and will not be overlooked in the course of the interview. A good investigator will never rely on memory when notes can be used just as easily. In situations where the interview is made when many members of the family are at home, it is both courteous and prudent to suggest that the interview be conducted in some room where a reasonable degree of privacy may be maintained.

A great deal of patience, ingenuity, tact, and discriminating ability is required by any person responsible for conducting these interviews. The officer must be able to discriminate between fact and fancy, exaggeration and truth, prejudice and reality, and derogatory innuendo and commendatory fact. Although at times this will be a difficult task, this situation substantiates the need for the trained, experienced police investigator. In the final analysis, it is only he who is equipped with the analytical ability and interviewing techniques to uncover consistently the true information required in order to segregate the qualified from the unqualified applicant.

The Personal Interview

The Personal Interview might well be defined as a personalized (person to person) method of judging the suitability of a particular person for a particular employment position. It is definitely the only "single step" in the entire employment process which allows the applicant the opportunity to be considered as a total human being rather than a brain being tested, a physical specimen being examined, or a character being investigated. "To the applicant, participation in a civil service examination is a highly personal experience, whereas the examiner is prone to view it as a matter of impersonal, objective routine. The inter-

FIGURE 61

CHARACTER INVESTIGATION REFERENCE SHEET

NAME OF CANDIDATE: _____

NAME OF PERSON INTERVIEWED _____

ADDRESS _____ PHONE _____

DATE OF INTERVIEW _____ TIME _____

STATEMENT OF INTERVIEWEE _____

NAME OF PERSON INTERVIEWED _____

ADDRESS _____ PHONE _____

DATE OF INTERVIEW _____ TIME _____

STATEMENT OF INTERVIEWEE _____

NAME OF PERSON INTERVIEWED _____

ADDRESS _____ PHONE _____

DATE OF INTERVIEW _____ TIME _____

STATEMENT OF INTERVIEWEE _____

view presents the one opportunity along the way to personalize the process.”²⁴ However, it should be understood that this process is not a panacea but merely another portion of the Selection Program which must be employed in order to evaluate thoroughly each candidate’s qualifications. It must never be considered a foolproof process, but, rather, an attempt by an

²⁴ ORAL TESTS IN PUBLIC PERSONNEL SELECTION, Civil Service Assembly of the United States and Canada, Chicago, 1943, p. 5.



Fig. 62. An applicant should be given an opportunity to explain discrepancies growing out of the Character Investigation.

interviewer to evaluate the interviewee by observation and conversation.

The extent of influence which the Oral Board may have in determining the selection of personnel will vary considerably from one city to another. Some cities will accept the Board as an actual function of the total selection process whereas others will use it only as a form of general recommendations. In other circumstances, it has been found best to employ the Oral Board or the single interviewing officer as a screening process just prior to appointment. Generally, this is about the only way it can be used to best advantage when processing a large number of applicants.

The Oral Board: Once it has been decided to use the Personal Interview, it becomes necessary to reconcile two fundamental and preparatory issues: viz: the size of the Oral Board, and the qualifications of the Board members.

In some localities, the interviewing will be done by a single interviewer whereas in other cities an Oral Board varying in size

from three to five persons is used. Needless to say, numerous arguments have been offered to justify the use of both the single and the multiple type interview.

Perhaps the primary reason for the adoption of the single interviewer technique is found in its economical value. "Some jurisdiction cannot afford to employ a number of interviewers and are unable to spare the time of busy examiners competent in a particular field to take part in the interviewing."²⁵ Holcomb points out the merits of the single interviewer as follows: "The advantages of this method are that most applicants will feel more at ease when talking to one person instead of a group, and that if it is necessary to question the applicant on points unfavorable to him, he will be more likely to admit shortcomings to an individual."²⁶

On the other hand, the Oral Board has the advantage of a majority appraisal, greater scope of questioning power, deeper analysis and interpretation of each applicant's responses and demeanor as well as a wider diversification of approach to instigate rapport. "One interview suffices for appraisal by all oral-board members, thus giving this procedure the advantage of speed which makes its use almost imperative when the number of candidates is great. The use of an oral board also permits the department to utilize the service in this capacity of citizens with special qualifications and prestige. An examining board which includes some citizen members also avoids the charge of favoritism."²⁷

Quite naturally, the questions regarding the amount of time available for processing, availability of qualified interviewers, and other such essential factors must be resolved before the choice of single versus group interviews can be made.

If it is decided that the Oral Board is to be used, it should be comprised of three men, i.e., the Chief of Police, or in the larger

²⁵ *Ibid.*, p. 81.

²⁶ Richard L. Holcomb, *SELECTION OF POLICE OFFICERS*, Bureau of Public Affairs, State University of Iowa, 1946, p. 55.

²⁷ O. W. Wilson, *POLICE ADMINISTRATION*, McGraw-Hill Book Company, New York, 1950, p. 349. Reprinted by permission of the publisher.

departments, the Personnel Officer a ranking member of the Civil Service Commission, and a physician or psychologist.²⁸

It is the opinion of most administrators that the most serviceable board of interviewers includes the following members:

1. A specialist in oral examining on the staff of the personnel agency who is trained and qualified to conduct the type of test ordered.
2. An expert in the field of occupation in which the test is being given.
3. A representative of the employing agency who is familiar with the conditions of work in his organization.²⁹

Each of these men brings a unique and essentially individualized objective approach to the interview. Each of the board members will be observing the applicant simultaneously under identical conditions and mental set. In this manner, the Board will be evaluating the applicant's opinions, responses, and reactions in terms of each interviewer's own particular qualification with the identical objective in mind: "Are we bettering the police department by approving this applicant?" A composite judgment of this type is more apt to provide an accurate evaluation than is the interview conducted by a single interviewer.

Preparation for the Interview: After the board members have been selected, they must be familiarized with police department regulations and the city personnel department policy concerning the procedure and policy concerning the Interviewing Process. If a standardized program is lacking, one should be established immediately before any interviewing is undertaken. "In any event the board should be carefully instructed prior to the interviews both as to its purpose and the method of rating. It is desirable that the police chief, if he is not sitting as a member of the board, spend some time with the board to orient them with respect to the operation and problems of the department." The Oral Board members should be indoctrinated thoroughly in the following areas:

²⁸ Some cities have found it advisable to enlist services of outstanding community leaders such as lawyers, doctors, civil leaders, clergymen, and business executives to serve as member of the Oral Board.

²⁹ ORAL TESTS IN PUBLIC PERSONNEL SELECTION, *op. cit.*, p. 85.

1. Explanation of Job Requirements: The primary step in establishing a successful interview is to obtain a definite statement of the job qualifications plus its duties, responsibilities, and behavior characteristics. However, it is necessary to distinguish between those factors, characteristics, and capacities of the job which can be evaluated best by the Oral Board and those which can be measured best by other means, i.e., written and standardized examinations, practical demonstrations, and physical examinations.

The oral board should restrict its attention to personal qualities that may be appraised during a short interview and should not attempt to evaluate factors more accurately measured by other means. Included in the latter category are knowledge, education, intelligence, strength, and agility. Neither should it attempt to judge character, loyalty, honesty, dependability, initiative, ability to get along with people, and other characteristics that require a longer observation and more reliable information than are obtained in a short interview.³¹

Although each member of the Board will evaluate the candidate within the framework of his own professional ability, the areas of observation and inspection must be defined and identified for them. Generally, they should direct their attention to such factors as: personal appearance, bearing and mannerisms, voice and speech modulations, self-confidence, courtesy, judgment, self-expression, temperament, social adaptability, and general aptitude for police work.

2. The Background of the Applicant: The Oral Board should be supplied with a copy of the investigation findings and recommendations made by the Character Investigation Officer as well as the Character Investigation Form which was filed by the applicant. In this manner, the Board can acquire some degree of insight regarding each applicant's background and can decide if there are some particular items concerning the applicant which merit explanation.

³⁰ MUNICIPAL POLICE ADMINISTRATION, The International City Managers' Association, Chicago, 3rd Edition, 1950, p. 107.

³¹ O. W. Wilson, *op. cit.*, p. 350.

FIGURE 63

POLICE RATING SCALE

The Selection of Patrolmen

Name of person rated Date Are you related to ratee? If so, how?

Address Rater's signature

When first acquainted with ratee? Position

Nature of contact with ratee Address

Listed below are several traits generally accepted as essential to success as a patrolman. You are requested to give your careful and considered evaluation of the above applicant concerning these traits. Before making your judgment concerning each trait, recall as many specific incidents as possible in which the trait was observed in the applicant. Indicate your judgment by placing a check-mark somewhere along the line of each scale nearest the word or phrase that best describes the applicant. Intermediate positions between the descriptive categories may be used. If you have had no opportunity to observe a given trait in the applicant, check the blank marked "unknown."

I. *Initiative.* Ability to get results through original and somewhat uncommon adaptations of experience. Attitude toward adopting improved methods.

Very original	Often resourceful	Accepts new ideas willingly. Occasionally suggests new ideas.	Routine worker. Needs direction.	Very unprogressive. Needs constant direction.	UNKNOWN
---------------	-------------------	---	----------------------------------	---	---------

II. *Practical Judgment.* Ability to grasp a situation, think clearly, and arrive at conclusions.

Poor grasp of situation. Recommendations more wrong than right.	Misinterprets some facts. Makes occasional errors in judgment.	Judgment usually sound and reasonable in ordinary circumstances.	Grasps situation quickly. Thinks logically.	Exceptionally logical thinker. Exceptional grasp of essential factors.	UNKNOWN
---	--	--	---	--	---------

III. *Ability to Learn.* Quickness and ease in learning new skills, methods and ideas.

Exceptionally quick learner.	Learns quickly but with effort. Mastery good.	Learning speed average. Mastery fair.	Slow to learn. Mastery below average.	Very slow to learn. Mastery poor.	UNKNOWN
------------------------------	---	---------------------------------------	---------------------------------------	-----------------------------------	---------

IV. *Ability to Follow Directions.* Speed and accuracy in executing written and oral instructions.

Follows only simplest directions without help.	Follows ordinary directions with help.	Follows directions reasonably well with few errors.	Follows complex directions with occasional help.	Follows complex directions accurately without help.	UNKNOWN
--	--	---	--	---	---------

V. *Social Sense.* Insight into social situations and behavior. Understanding of people.

Exceptionally adept in meeting and dealing with people.	Meets most people well and understands their intentions.	Adjusts well in most social situations with which familiar.	Somewhat awkward in social situations. Misunderstands intentions of some people.	Commits many social blunders. Frequently misinterprets people's intentions.	UNKNOWN
---	--	---	--	---	---------

VI. *Cooperation.* Ability to work well with others.

An obstructionist.	Indifferent to others' needs and wishes.	Cooperates much of the time and fairly willingly.	Works harmoniously with others. A good team worker.	Outstandingly co-operative. Actively promotes harmony.	UNKNOWN
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VII. *Attitude Toward Others.* Fairmindedness and courtesy.

Intensely interested in welfare of others, even beyond the call of duty.	Actively concerned for the welfare of others.	Shows conventional concern and courtesy.	Self-interest strong. Often discourteous.	Callous to the needs and welfare of others.	UNKNOWN
--	---	--	---	---	---------

VIII. *Attitude Toward Work.* Interest in work; desire to do well; industry.

Does least possible. Complains much.	Disinterested plodder.	Moderately interested. Work fairly satisfactory.	Interest in most aspects. Takes pride in work.	Exceptional in interest, application and achievement.	UNKNOWN
--------------------------------------	------------------------	--	--	---	---------

IX. *Emotional Control.* Ability to control emotions under ordinary conditions of stress.

Exceptionally even-tempered.	Seldom angry or depressed. Regains control quickly.	Emotional control satisfactory except when under stress.	Becomes angry or depressed easily. Recovers slowly.	Emotionally uncontrolled. Often angry or depressed.	UNKNOWN
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X. *Dependability.* Extent to which he can be relied upon to complete tasks acceptably and promptly.

Requires supervision. Seldom completes work on time.	Easily satisfied with quality of work. Often behind schedule.	Usually completes tasks acceptably and promptly. Some supervision necessary.	Reliable. Gives attention to details. Occasional supervision needed.	Completes all assignments most satisfactorily. Gives close attention to details.	UNKNOWN
--	---	--	--	--	---------

XI. *Accuracy.* Ability to avoid error when completing an assignment.

Always accurate and precise.	Makes few errors and corrects most.	Usually accurate but unaware of some errors.	Makes errors. Assumes errors are unimportant.	Shows slight concern for accuracy.	UNKNOWN
------------------------------	-------------------------------------	--	---	------------------------------------	---------

3. The Method of Evaluating and Rating Applicant: In order to reduce subjectivity of the raters as well as to provide for standardization of evaluations, a prepared Rating Form should be used. Although there are numerous types of such forms available, a suggested form is presented in Figure 63. This Personal Interview Rating Form stresses seven essential categories which must be evaluated. This form does not provide for a numerical score but is constructed for a general acceptance-rejection basis. Oftentimes, it is difficult for raters to evaluate the applicants especially when the evaluation may tend toward rejection. The "tough" rater may be too harsh and the "liberal" rater may be too easy.

Different jurisdictions meet the challenge in various ways. In some, the examiners are informed that a rating of 60 is passing (or 70, or 50, or "D" on a scale of letter grades), and that the examining agency defers to the interviewers' judgment as to the evidence which will warrant giving a "D" or "passing mark" or a rating of "satisfactory" on each of the several traits to be rated. They are told, for instance, that the degree worthy of a rating of 60 on "appearance" is a matter of individual judgment with each examiner.³²

In the final analysis, the Oral Board's rating must be guided by the administrative agency's decisions as to standards and percentage allocated to each category.

The Time for the Interview: The Oral Board should consider the advisability of holding night as well as day interviews. It may prove advisable to schedule some of the interviews between 5 P.M. and 8:30 P.M. during the week and from 9 A.M. and 5 P.M. on weekends. Some applicants may have difficulty reporting for an interview during the day because of their present position. Applicants should be allowed to indicate their choice of time for the interview when filling out the Character Investigation Form. In this manner, adequate arrangements can be made to meet the needs of each particular group.

As a matter of professional courtesy, applicants should be notified approximately five or six days prior to the interview as to the time, date, and location of the interview. This approach

³² ORAL TESTS IN PUBLIC PERSONNEL SELECTION, *op. cit.*, pp. 99-100.

is helpful to the Oral Board as it gives them time to reschedule interviews when applicants decide to decline the position or for some reason are unable to attend at the time specified.

Arrangements should be made to provide the applicants with proper waiting room facilities. Some quarters adjacent to the interviewing room should be made available so that the applicants may relax while waiting to be interviewed. It would be wise to have professional literature: Criminology reviews, police journals and other police texts available for the waiting applicants' browsing or reading. This arrangement tends to lessen the nervousness of the applicants and at the same time subtly impresses them with the dignity and honor of the occasion.

The Interview: For all practical purposes the interview begins as soon as the applicant enters the room. The board members should be alert to observe his posture and general appearance. Although the applicant may be slightly nervous, he can be appraised for neatness, posture, and general appearance. His voice—its tone and modulation—will help to substantiate his cultural and educational background as well as reveal any speech impediments. His demeanor during the interview will help indicate his feeling of self-confidence or his lack of it. His expression in responding to questions will help reveal his sense of cooperation, sincerity, intelligence, and analytical abilities.

Board members must realize that evaluations must be made on what they have been seen and not on what they expect to see. Unless the board members remain soundly objective, they are apt to stereotype or prejudge the candidates. Mr. Paul W. Boynton points out some faulty conclusions reached by this type of reasoning:

1. He has a receding chin. Therefore, he has a weak character.
2. His eyes evade mine when he talks. Therefore, he is dishonest.
3. He dresses carelessly. Therefore, he will handle his work carelessly.
4. He has a low forehead. Therefore, he is a low brow in his thinking.
5. He is a blond. Therefore, he cannot stand tropical climate.
6. He is short in stature. Therefore, he will find it difficult to impress taller people.

7. His handwriting slants upward. Therefore, he is optimistic by nature, or vice versa.
8. He has thin narrow lips. Therefore, he is selfish and avaricious.
9. He has long, tapering fingers. Therefore, he is both idealistic and artistic by temperament.³³

It is essential that the Oral Board not only consider the candidate as he is during the interview, but they must mentally project him into the future—assume the candidate is hired—also assume a police situation—how will this candidate respond?

The interview should be conducted in a friendly and congenial yet businesslike atmosphere. The first step requires the Board members to establish rapport.³⁴ To do this, they must:

1. Develop an atmosphere of genuine warmth and responsiveness.
2. Create the feeling of permissiveness. In this way the candidate realizes that he is free to express himself in an honest, straightforward manner.
3. Establish an air of acceptance, by this the candidate readily realizes that the Board considers him an important candidate and that his answers, feelings, attitudes, and opinions are respected by the Board members.

The value of rapport in the interviewing situation can be seen only after it is understood that a true rapport relationship will produce a deeper feeling of assurance and sincerity within the applicant, with the negative attitudes of apprehension, anxiety, and fear being appreciably reduced. Consequently, the applicant will present his answers with greater truth and candor.

Starting the Interview: The Board's presiding officer should offer the applicant a seat, tell him that he may smoke if he wishes and let each member of the Board introduce himself.

³³ Paul Boynton, *SELECTING THE NEW EMPLOYEE*, Harper & Brothers, New York, 1949, p. 82.

³⁴ "Rapport is defined as the harmonious relationship and mutual responsiveness which results from the heightened suggestibility and emotional transference occurring where people have confidence, trust, and esteem for each other." Frederick Thorne, *PRINCIPLES OF PERSONALITY COUNSELING*, Journal of Clinical Psychology, Brandon, Vermont, 1950, p. 125.

Meanwhile a cursory check of his Character Investigation Form will reveal some friendly point which can be used to open the interview. "Even the best applicants will feel nervous and apprehensive when appearing before a rating board. The first questions asked the applicant should be very easy to answer so as to give him a chance to adjust himself to the situation."³⁵ Some authorities consider a general nonpolice point as the best point upon which to start the interview, viz.:

"I see that you graduated from Jefferson High, I graduated from there myself, was Mr. Bishop principal while you attended?"

"Your record shows that you were stationed at Glenview Naval Air Station. Did Bill Gibbons manage the 'Small Stores' at that time?"

This types of question which is directed at some facet of the applicant's personal experience or concerns some particular subject about which he can speak with authority is a good "Open Sesame." It reduces tensions and nervousness and offers an opportunity to observe the young man's self-confidence, demeanor, and self-expression when questioned about familiar topics.

The next questions can be directed towards points which need clarification or may even be provocative, viz.: an otherwise good work record is marred by the applicant being fired from his job in the steel mills. The Character Investigation discloses that it was for insubordination. In this situation, the Oral Board is able to view the applicant on the defensive. Now they may observe his mien, reasoning, truthfulness and self-confidence under a more unpleasant set of circumstances.

Finally, if time permits, the Board should turn to stimulating questions which will cause the applicant to give his opinions on current issues.³⁶ Questions regarding a police officer's responsibility while on strike duty, civil rights, taxation, and foreign aid are issues which will tax the thinking processes of any applicant. Each of these issues, if properly posed in a question, can place the applicant in a delicate situation. Regardless of whether he takes one side over the other, or professes neutrality in his an-

³⁵ Richard L. Holcomb, *op. cit.*, p. 59.

³⁶ *Ibid.*, pp. 59-63 sets out several fine suggested topics for this portion of the interview.

swers, the Board is in an ideal position to evaluate his temperament, confidence in his own opinion, coordination of ideas and mental analysis.

The interview must be held as strictly as possible to the time schedule, rarely permitting more than a three-minute differential either way. To terminate the interview, the applicant is informed that the interview is closed, his presence has been appreciated and that he will be notified as to the consequences at a later date. However, "a moment of relaxation, humor, or at least friendly conversation at the close of the ordeal is appreciated by the candidate regardless of the success with which he has met the oral test."³⁷

Rating the Applicant: At the conclusion of the interview and after the applicant has left the room, the Board, on an individual basis, should review the testimony and appearance of the applicant. On the basis of his own interpretation of the proceedings, each Board member should rate the candidate. As soon as all the members have finished their evaluation, a short discussion of all findings and conclusions concerning the applicant should be held.

Much is to be said for the practice of calling first for independent ratings. This practice avoids the danger that one member of the board may dominate it. Thus it is well to require each interviewer to weigh for himself the evidence on each ratable factor. But after this has been done, something of value is gained by subsequent comparison of ratings and joint discussion of the evidence. If the raters find that they are in wide disagreement, opportunity may then be given for all to review the evidence and for any interviewer to revise his ratings in the event he has overlooked any significant evidence.³⁸

The Board will tender a final evaluation of the applicant, sign any necessary forms, and file the findings together with other data concerning the applicant. Later, these materials will be forwarded to the Personnel Department or other responsible agency for final consideration in the proper relationship to the other phases of the total examining process.

³⁷ ORAL TESTS IN PUBLIC PERSONNEL SELECTION, *op. cit.*, p. 113.

³⁸ *Ibid.*, pp. 124-125.

The Eligible Group

After the abilities and qualifications of all applicants have been thoroughly evaluated, the final averages are computed according to the formula explained on pages 185-190. It seems prudent to caution once more the necessity for creating a sound and reasonably high cut-off score. This is very essential if the department is interested in obtaining only the best qualified persons. When all final averages have been computed, the scores should be ranked in descending numerical order enumerating all applicants who have earned a passing score or better. Once this processing has been completed, the Personnel Department or other responsible agency will make public notification of the eligible group.

THE PROBATIONARY PERIOD

Although the foregoing Selection Program should be successful in providing the police departments with a group of well-qualified and highly suitable candidates, no selection program is infallible. Regardless of how sound the program may be, a few malcontents and misfits will manage to be appointed. In the best interests of the police department, and for the welfare of the individuals themselves, they should be eliminated as soon as their inadequacies can be uncovered. In some situations, verification of a person's competence for a particular position can be accomplished only by an appraisal of his job performance which must be completed before his final certification. "The final test must be trial on the job. Full advantage should be taken of the opportunity afforded by the probationary period to eliminate those who demonstrate unfitness in training and on the job."³⁹

Despite the most careful and well-planned recruitment and selection neither the police chief nor the central personnel agency will be in position to evaluate properly a candidate's courage, his interest in police work, his industry, or his emotional stability. These things must be appraised during the probationary period. Of all the devices used to select personnel the probationary period when properly used is the most effective.⁴⁰

³⁹ O. W. Wilson, *op. cit.*, p. 353.

⁴⁰ MUNICIPAL POLICE ADMINISTRATION, *op. cit.*, p. 112.

It is absolutely necessary, therefore, to maintain a period of probation as an indispensable adjunct of the Selection Program.

Duration of the Probationary Period: Because the Probationary Period is that portion of the officer's job when his superiors must evaluate his accomplishments and abilities in terms of a career, sufficient time must be allowed to make the judgment equitable to all concerned. The Probationary Period should last a minimum of one year with the advisability of a longer period—preferably eighteen months to two years. This is especially true in those departments where dismissal is practically impossible once an officer has received final certification.

A short Probationary Period (any period less than one year) is inadvisable for the following reasons:

1. It fails to allot sufficient time for the probationer to become completely oriented to the job.
2. The present trend in Police Education favors lengthening the indoctrination training program. Due to this fact, thirty to fifty percent of the Probationary Period may expire before the probationer is out of police school and can be observed under actual police duty.
3. Undesirable personality or character traits can be controlled for relatively short periods of time, thus some officers possessing these undesirable traits may not be discovered before the expiration of the probationary period.

Conversely, a Probationary Period of adequate duration is advantageous because:

1. It compels the probationer to maintain a longer period of proper conduct and efficient duty which, in turn, may enhance the possibility of its continuation after the probationer's final certification.
2. An accurate evaluation of each officer requires the opinion of several supervisors.
3. Each supervisor must have a reasonable period of time (three months or more) to render an accurate evaluation of each probationer.
4. An accurate evaluation requires study of the probationer's ability in many and varied phases of police duty.

Assignment of Probationers During the Probationary Period:

In some cities, the probationer is assigned to duty with an experienced police officer for several weeks before being given his own assignments. Although this is not a uniformly accepted practice, a very effective and beneficial probationary period can be developed in this manner. The new officer can obtain a considerable amount of knowledge simply by observing a skillful and proficient officer perform his duties.

A sensible plan is to have the probationer assist and observe (mainly the latter) the desk sergeant, the lockup keeper, a post patrol officer, a traffic intersection control officer, and other such assignments for a period of two to four weeks. This system of "Assignment Alternation" can be expanded according to the size of the department to include duty in the Traffic Division, Detective Division, and other specialized divisions. At the end of this portion of the plan, the probationer can be assigned as "Relief Man" on those department assignments which required two officers. In this way, the young officer can be guided and coached, and gradually led from the cloister of the Police Academy to the worldly diversification of police duty as he performs the numerous tasks which will soon become part of his regular work routine. This method of indoctrination is valuable to both the individual and to the department. It is beneficial to the probationer as it offers deeper insight into the entire police operation thereby clarifying any misconceptions he may have about the job. Likewise, it helps the Police Department because the supervisory personnel is able to make a more objective evaluation of the probationers. The frequently alternating of assignments places the probationer with a different officer almost every day, and affords the supervising sergeant the opportunity of obtaining a wider range of opinions which he may consider when making his evaluation regarding the suitability of the probationer for the job. By the end of this program, the probationer can be considered in the same category as the fully certified officers. The supervising sergeant should see that the probationer is given active duties which will place considerable demand on his knowledge, character, and personality. The supervisory sergeant should maintain an active scrutiny of the probationers assigned to his

watch as it is only in this manner that a true and accurate evaluation of their services and fitness can be determined validly.

Evaluation of Probationers: The supervising sergeant has the responsibility for making the evaluation of the probationer's suitability for the job. In order for him to make objective evaluations, he must know what to look for and how to interpret and rate the probationer's proficiency or deficiency in each particular area. A sound way of arriving at objective evaluations is by means of a rating form (see Figure 64, *Police Officer Evaluation Form*). The rating form stands in the same relationship to the probationary period as written examination does to the police school. It is a means of determining the probationer's over-all fitness for police work evaluated and measured under actual working conditions. The *Police Officer Evaluation Form* divides the evaluation into three specific categories:

1. *Duty Record:* which can be most objectively evaluated as it considers the actual productivity of the individual's police performance.
2. *Job Performance:* this area takes into consideration the officer's duty performance beyond the objective measurable items. This does not consider arrests and apprehensions but rather those factors which have a strong association with duty record, i.e., his quality of work, his cooperation with fellow officers, and his ability to write reports, etc.
3. *Personal Traits:* this area is the most subjective to rate. It considers his personality and attitudes in terms of police performance. When scoring these items, the sergeant will find the most need for obtaining the opinions of the officers who worked with the probationer. Some authorities consider this rating as the police department's opportunity to evaluate those characteristics considered by the Oral Board.

Frequency of the Rating: The rating of the probationer should be made every three months during the probationary period. If the ratings are made too infrequently there is the possibility that an infrequent behavior manifestation may unduly influence a rating covering a long interval. It is also possible that infrequent ratings will be misinterpreted by minimizing their importance.

FIGURE 64

POLICE OFFICER EVALUATION FORM

NAME _____ STAR _____ SHIFT _____

ASSIGNMENT _____ RATING PERIOD _____

I. DUTY RECORD

	Number	Outstanding	Average	Poor
A. Felony - Misdemeanor Arrests	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Recoveries and Investigations	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Summonses Issued	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. General Duty	_____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: _____

II. JOB PERFORMANCE

	Outstanding	Average	Poor
A. Quality of Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Report Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Cooperation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Attitude Toward Public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. PERSONAL TRAITS

	Outstanding	Average	Poor
A. Appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Aggressiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Resourcefulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Professional Judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Ethical Attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: _____

GENERAL CLASSIFICATION:

Outstanding	Average	Poor
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date _____ Rating Officer _____
 Star _____

RECOMMENDATION: _____

Date _____ Superior Officer _____

Rank _____

EXPLANATION AND DIRECTIONS FOR USING POLICE OFFICER EVALUATION FORM

DIRECTIONS: Superior officers assigned the responsibility of evaluating their subordinates must be impartial and objective in their ratings. Each subordinate must be rated in terms of department standards and not by comparing one officer with another. The report must be filled out completely—check every item or give an explanation for not checking item in "Comment" space. "Comment" space will be used to explain all "Outstanding" or "Poor" ratings given. If additional space is required, attach report to this form.

I. DUTY RECORD

- A. **Felony—Misdemeanor Arrests:** In light of opportunity, consider the number of felony arrests, state and city misdemeanor arrests, percentage of convictions, fugitives apprehended.
- B. **Recoveries and Investigations:** In light of opportunity, consider the amount of recoveries of stolen and lost property, stolen autos, amount and seriousness of investigations handled, percentage of crimes cleared up.
- C. **Summonses Issued:** In light of opportunity, consider the number of summonses issued for traffic violations as well as other municipal violations.
- D. **General Duty:** Consider subordinate's efficiency in proper perspective to duty assignment—be especially exact when officer has slight or no opportunity to perform Items A, B, C, i.e., lock-up keeper, special details, desk duty, etc.

COMMENTS: This space is used to explain Outstanding or Poor appraisals of officer's Duty Record.

II. JOB PERFORMANCE

- A. **Quality of Work:** Consider the officer's ability to understand his duties and responsibilities in terms of specific assignments, the performance of the job in proper perspective to those duties considering specifically the degree of accuracy, promptness, and efficiency in terms of his police experience.
- B. **Report Writing:** Are proper forms used in specific cases, are they accurately, completely, and neatly completed? Are written statements taken correctly?
- C. **Cooperation:** To what degree does he freely extend himself to help other officers, can he be considered a team worker, does he accept his share of unpleasant assignments as a gentleman, or does he complain constantly about assignments?
- D. **Attitude Toward Public:** Is the officer friendly, yet maintains the proper reserve between citizen and police officer, does he talk too much about police business with the citizen, does he use tact, understanding, courtesy, decorum when rendering police assistance to citizens?
- E. **Attendance:** Is he punctual, prompt in reporting for duty, responding to calls, answering alarms, obeying orders?

III. PERSONAL TRAITS

- A. **Appearance:** Consider neatness, cleanliness of uniform and self, does he have proper bearing and dignity?
- B. **Interest:** Does officer make a sincere effort to do the best job possible under all types of conditions, does he have the interest of the department above any self-interest, does he extend himself to do more than the minimum workload?
- C. **Aggressiveness:** Does he carry out his assignments in the proper and accepted manner or is he over-zealous to arrest, does he tend to flout citizen respect to enforce the law?
- D. **Discipline:** Is he attentive in following instructions and directions of superiors, is he guided by department rules in performing his duties?
- E. **Respect:** Does he maintain proper dignity and respect for superiors and fellow officers, consider him in light of trustworthiness, reliability, and courtesy.
- F. **Resourcefulness:** Consider his ability to respond and adjust to new or unexpected occasions, his talents to resolve these occasions satisfactorily by himself.
- G. **Professional Judgment:** Consider his ability to rationalize, does he have "Professional Common Sense" to resolve his problems, does he sometimes act spontaneously without thought to consequences?
- H. **Ethical Attitude:** Does he think, act, and behave as a professional person, is he a man of integrity and dignity, does he have respect for citizens and fellow workers?

COMMENTS: This space is used to explain Outstanding or Poor appraisals of officer's Job Performance and Personal Traits.

On the other hand, if ratings are required too often; there is the danger that the making of the forms becomes mechanical and there may be insufficient time to acquire proper insight into ratings in order to establish an objective evaluation.

The Sergeant's and Superior Officer's Responsibilities: Cause for dismissal should be a serious deficiency in any essential quality contained on the Police Officer Evaluation Form or a failure to amass a sufficient number of qualifying points.⁴¹ The responsibility for the rating of probationers rests with their immediate supervising sergeant. The rating sergeant should obtain the opinions of other supervising personnel and the members of the department with whom the probationer has worked. This will help ensure a more objective and unbiased evaluation of the individual's capabilities and qualifications for the position. However, the actual rating remains the responsibility of the immediate supervising sergeant. The commanding officer must approve and endorse all ratings made for probationers assigned to his command. The rating forms are then forwarded to the Chief of Police. The final rating of the probationers must be submitted two weeks before the termination of the probationary period. In this way, the Chief has sufficient time to dismiss the unqualified individuals before the termination of the probationary period.

CHAPTER RECAPITULATION

Advanced planning is an essential step in selecting police personnel. The responsible city departments must determine their personnel needs in terms of physical, mental, and psychological factors instead of mere numbers. Selection must always be premised on the welfare of the community and so any doubts concerning the suitability of an applicant must always be resolved in favor of the police department.

A recognized intelligence test should be used to evaluate the applicant's mental alertness for police duty. Decided inroads have been made towards developing suitable measuring devices

⁴¹ Police personnel officials and similar responsible authorities may obtain information regarding the use and scorings of the *Police Officer Evaluation Form* by contacting the author.

to evaluate the mental capacity of police applicants. Among the recognized tests suitable for this purpose are those available through the Public Personnel Association.

Social adjustment for persons serving the public is an extremely important consideration and one which for many years has been overlooked. The ideal situation is to have each applicant interviewed by a psychiatrist. When this is not possible, personality inventories should be substituted. The physical examination is about the most consistent of all evaluating criteria. It should be conducted by a civic-minded physician who will examine the applicant's past medical history thoroughly as well as his prevailing medical condition. The suggested standards of Chicago and Massachusetts are set forth as they are representative of prevailing standards.

The character investigation should be conducted with thoroughness by police officers highly skilled in the technique. The suggested forms presented in this chapter are essential to ensure completeness and comprehension of the investigation. The experienced investigator will never take the applicant's answer as "gospel" truth, but will follow through to establish the validity and truthfulness of the answers.

Some departments use the personal interview to considerable advantage in selecting their personnel. The rating process is highly subjective and thus is not always too reliable. However, with careful selection and indoctrination of the Oral Board members, considerable value can be realized from the board's opinion and evaluation of applicants.

Regardless of how thorough the selection program may be, new police officers should be required to serve a probationary period during which time their over-all suitability for the position can be evaluated by their superior officers and their co-workers. To ensure a reliable evaluation of these new officers, it is suggested that police departments employ a reliable rating device such as that which is explained in this chapter.

BIBLIOGRAPHY

- Boynton, Paul, *Selecting the New Employee*, Harper & Brothers, New York, 1952.
- Holcomb, Richard L., *Selections of Police Officers*, Bureau of Public Affairs, State University of Iowa, Iowa City, Iowa, 1946.
- Leonard, V. A., *Police Organization and Management*, The Foundation Press, Inc., Brooklyn, New York, 1951.
- Municipal Police Administration*, The International City Managers' Association, Chicago, Illinois, 1954, 4th Edition.
- Oral Tests in Public Personnel Selection*, Civil Service Assembly of the United States and Canada, Chicago, 1943.
- Smith, Bruce, *Police Systems in the United States*, Harper & Brothers, New York, Revised Edition, 1949.
- Stone, C. Harold and Kendall, William, *Effective Personnel Selection Procedures*, Prentice-Hall, Englewood Cliffs, N. J., 1956.
- Wilson, O. W., *Police Administration*, McGraw-Hill Book Company, Inc., New York, 1950.
- Wilson, O. W., *Police Planning*, Charles C Thomas, Springfield, Illinois, 1952.

APPENDICES

APPENDIX A
Suggested Outline

CHICAGO POLICE DEPARTMENT
POLICE TRAINING SECTION
IN-SERVICE UNIT

OUTLINE CODE: C/L:A-38:655-1
COURSE HOURS: 1 1/2

COURSE:

LAW OF ARREST, SEARCH & SEIZURE

SUBJECT MATTER:

LAW OF ARREST/INTRODUCTION

SPECIFIC TOPICS COVERED:

ARREST, DEFINED

AUTHORITY TO ARREST

WHEN MAY AN ARREST BE MADE?

WHO MAY MAKE AN ARREST?

NECESSARY TEACHING AIDS:

OPAQUE PROJECTOR

OPAQUE PROJECTION CARDS A-1, A-2, A-3

SCREEN, BEADED

PASSOUTS: MIMEOGRAPHED MATERIALS

1. LAW OF ARREST—SGT. HARTMAN

2. ILLINOIS COURT DECISIONS RE: ARREST

REFERENCES SOURCES:

BAKER, RUSSELL: *MANUAL ON THE LAW OF ARREST,
SEARCH AND SEIZURE*, Chicago Crime Commission

SMITH-HURD, ILLINOIS ANNOTATED STATUTES, CHAPTER
38, *CRIMINAL CODE*, West Publishing Company

COGAN, JOHN; *THE LAW OF SEARCH & SEIZURE*

Explanation of Outline

NOTE: To assist the reader, this general commentary has been added to explain each major item of the Outline itself and would not be included in an Outline under ordinary circumstances.

OUTLINE CODE: The first two letters identify the course, i.e.,

C/L: CRIMINAL LAW

A/A: AIDED AND ACCIDENT

G/C: GOVERNMENT AND CIVICS

Letter or letters after the colon identify the specific subject matter, i.e.,

A: ARREST

AR: ARSON

B: BURGLARY

First two numbers identify the Chapter of the State Statute, i.e.,

38: Criminal Code

43: Dram Shop

75: Jails and Jailers

Number or numbers after colon identify paragraph of chapter, i.e.,

655: Duty of Officers

722: Order Fixing Amount of Bail

COURSE HOUR: The first number identifies the particular course and the second number indicates the maximum hours devoted to the subject matter, i.e., 1/12 means that this is the first of twelve sessions needed to teach the subject: Law of Arrest, Search & Seizure.

COURSE: This is the major subject which will require twelve hours to complete.

SUBJECT MATTER: This is the specific aspect of the course to be taught at this session. In this instance, there will be twelve different Subjects in the Course on Arrest.

SPECIFIC TOPICS COVERED: This identified the major points covered in each different Subject Matter Outline.

NECESSARY TEACHING AIDS: This section enumerates the different teaching aids needed for the particular Subject Matter.

REFERENCE SOURCES: This section enumerates all primary and some secondary reference materials needed for the particular Subject Matter.

SUGGESTED OUTLINE

COURSE CODE: C/L:A-38:655-I

COURSE HOURS: 1/12

DURATION: 50 MINUTES

NOTE:

Prior to class meeting, the instructor is to have the opaque projector and screen set up in classroom and ready for use. He will have a sufficient number of copies of the mimeographed materials for distribution to the class members.

INTRODUCTION:

- I. Give background of self.
- II. Sell the class on the need for this subject.

You are experienced police officers, you have plenty of street experience, most of you have appeared in felony and municipal court many times, you have sent men to the penitentiary, and you may have been in a shooting or two; in short, you ask yourselves "Why do I have to take this course?"
- III. Prepare to use the opaque projector.

I'm going to show you two arrest problems and let you decide whether they constitute lawful arrests or unlawful arrests. Write your answers and comments on a sheet of paper. This paper will not be collected and no grades will be given. I'm sure that these problems will be easy for men with your experience but they will help to get us thinking about the subject at hand.
- IV. Project Card A-1 (case of Rock vs Wleklinski) allow about one-half minute for class to think and record answer.

Project Card A-2 (case of Yanzanities vs Ghee) allow about one half minute for class to think and record answer.

EXPLANATION OF OUTLINE

DURATION: The time allowed per course hour

- I. The requirement for the instructor to identify himself will occur only at his first appearance before the class.
- II. The Introduction will vary according to the background and experience of the class. In this approach, the instructor stresses agreement with the wide police experience of the study body rather than attempt to overcome it.
- III. When showing the cards, note that the instructor is seeking their opinion regarding the arrest problem, this is much better than telling them that they are going to be tested. Indirectly, he will get them in a thinking mood for the subject at hand.
- IV. Allow sufficient time to think out the answer, but not too much as students may start to talk among themselves and the atmosphere will be lost.

SUGGESTED OUTLINE

V. Project Answers to Cards A-1 and A-2, discuss answers.

To understand the court's reasoning, a quick review of the fundamentals concerning the Law of Arrest is necessary.

DISTRIBUTE PASSOUTS

BODY: (Time remaining: 45 minutes)

- I. An arrest is the apprehending or detaining of a person by a person with legal authority in order to be forthcoming to answer an alleged or suspected crime.
- I. The essential elements of an arrest are:
 - A. Apprehension or detention of a person.
 - B. The person performing the arrest must have legal authority.
 - C. The purpose of the arrest must be lawful.
 - D. The person being arrested must be aware of his arrest and the authority of the person to arrest.
 - E. The person being arrested must submit to the arresting officer.
- III. The absence of any or all of the essential elements changes the relationship between the police officer and the person involved. A police officer may converse with a citizen concerning a criminal offense and the situation shall not constitute an arrest.

People v. Mirbelle, 276 Ill. App. 533.

The person making the arrest must have the person within his control to make the arrest.

- IV. The person making the arrest must have legal authority to act.
 - A. Police Officer
 1. Pursuit of a felon 38/654
 2. Lawful duty 38/655
 3. Arrest without a warrant 38/657
 - a) In his presence
 - b) Not in his presence

EXPLANATION OF OUTLINE

- V. Because these are technical legal points, they should stimulate class discussion and interest. This will lead up to the instructor supplying the correct answers.

NOTE: Instructor must be mindful that this is merely the Introduction and must direct questions towards the subject matter of the lesson. The Introduction must be limited to 4 to 6 minutes.

BODY

- I. From time to time, refer to the mimeographed literature, and have students, selected at random, read the legal quotations.
- II. Insert particular examples to explain points.
- III. Call on class members for experiences and opinions.

SUGGESTED OUTLINE

4. Order from a magistrate
 - a) Given orally 38/658
 - b) Warrant 38/662-670
- B. Private Citizen
 1. Arrest without a warrant when crime is committed in his presence 38/657
 2. Order from a magistrate
 - a) Given orally 38/658
 - b) Warrant 38/662-670
 3. Posse comitatus 38/656
- V. The purpose of the arrest must be lawful.
 1. Arresting by order of a court.
 2. Arresting when crime is attempted or is committed in the presence of the officer.
 3. It is unlawful to arrest because of
 - a) Mere suspicion
 - b) Entrapment
 4. When a criminal offense has in fact been committed and the police officer has reasonable grounds to believe that the person arrested has committed it.
 5. Theory of "reasonable and prudent man."
- VI. The person being arrested must be aware of his arrest and the authority of the person to perfect the arrest.
 - A. Whenever conditions permit, the officer should announce his office and intention.
 - B. Rare cases of person being hard of hearing or not understanding English.

EXPLANATION OF OUTLINE

- IV. Side step irrelevant questions or aside points which will form the substance of future lessons.
- V. Do not be afraid to entertain if it becomes necessary, tell a joke or two to recapture the students' interest.
- VI. Watch your level of presentation. Always speak to the mental capacity of the student body, not over their ability or beneath their capacity to understand.

SUGGESTED OUTLINE

- VII. Person being arrested must submit to the arresting officer.
 - A. The arrest is completed when the person is under the control of the person making the arrest.
 - B. When submission is lacking, resisting arrest may occur.
 - C. The problem of escape vs. mere avoidance of arrest.
 - D. Person has right to resist unlawful arrest.

SUMMARY (Time remaining: 5 minutes)

- I. Review the subject matter of the lesson.
- II. Re-emphasize the essentials of the subject matter.
- III. Ask or answer questions.
- IV. Make assignments for home study. The next lesson will deal with the "Use of Force When Making An Arrest."
 - A. LAW OF ARREST, Chapter V, pp. 23-27.
 - B. Illinois Decisions, p. 4.

EXPLANATION OF OUTLINE

SUMMARY

- I. Tie the lesson together. The class will be over in a few minutes, stress what you want them to remember.
- II. Call on a few students and see what they can remember about the essential points.
- III. If assignments are to be made for home study, do it before time runs out.

APPENDIX B

Suggested Readings for Police Officers

The Work and Author	Publisher
A RECRUIT ASKS SOME QUESTIONS Peper, John S.	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
ACADEMY LECTURES ON LIE DETECTION, VOLUMES I & II Leonard, V. A.	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
ADMINISTRATIVE ACTION Newman, William	Prentice-Hall Englewood Cliffs, New Jersey
ARE YOU GUILTY? Dienstein, William	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
ARMED ROBBERY Holcomb, Richard	Bureau of Public Affairs State University of Iowa Iowa City, Iowa
ARREST, SEARCH AND SEIZURE Smith, Howard	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
ARSON, A HANDBOOK OF DETECTION AND INVESTIGATION Battle, B., & Weston, P.	Greenburg Publishers 201 E. 57th Street New York, New York
ART OF CROSS EXAMINATION, THE Wellman, Francis	Garden City Publishing Company Garden City, New York
ART OF DETECTION, THE Fisher, Jacob	Rutgers University Press New Brunswick, New Jersey
BARBARIANS IN OUR MIDST Peterson, Virgil	Little, Brown, and Company Boston, Massachusetts

The Work and Author	Publisher
BLACK'S LAW DICTIONARY Black, Henry	West Publishing Company St. Paul, Minnesota
BLOOD GROUPING TECHINICS Schiff & Boyd	Interscience Publishers, Inc. 215 4th Avenue New York 3, New York
CAR CLOUTING Nelson, A. T., & Smith, H. E.	Charles C Thomas, Publisher 301 E. Lawrence Ave. Springfield, Illinois
CASES & MATERIALS ON CRIMINAL LAW AND PROCEDURE Perkins, Rollins	The Foundation Press 268 Flatbush Avenue Brooklyn, New York
CHEMICAL TEST AND THE LAW Donigan, Robert	Traffic Institute Northwestern University 1804 Hinman Street Evanston, Illinois
CHEMICAL TESTS FOR ALCOHOL IN TRAFFIC LAW ENFORCEMENT Forrester, Glenn	Charles C Thomas, Publisher 301 E. Lawrence Ave. Springfield, Illinois
COPING WITH SHOPLIFTING (Pamphlet) Rogers, Keith & Whitham, W. G.	Rogers & Associates 520 W. 7th Street Los Angeles, California
COURTROOM MEDICINE Houts, Marshall	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
CRIME AND THE STATE POLICE Vollmer, A., & Parker	University of California Press Berkeley, California
CRIME CONTROL BY THE NATIONAL GOVERNMENT Millsbaugh, Arthur	The Brookings Institution 722 Jackson Pl., N.W. Washington, D. C.
CRIME DETECTION Svensson, A., & Wendel, O.	Elsevier Publishing Company 155 E. 82nd Street New York 28, New York
CRIME IN AMERICA Kefauver, Estes	Doubleday & Company Garden City, New York

The Work and Author	Publisher
CRIME INVESTIGATION Kirk, Paul L.	Interscience Publishers, Inc. 215 4th Avenue New York 3, New York
CRIME PROBLEM, THE Reckless, Walter	Appleton-Century-Crofts 35 W. 32nd Street New York 1, New York
CRIMINAL, THE Vollmer, August	The Foundation Press 268 Flatbush Avenue Brooklyn, New York
CRIMINAL INVESTIGATION Frincke, C. W.	O. W. Smith Company 106 S. Broadway Los Angeles 12, California
CRIMINAL INVESTIGATION Gross, H. G. A.	Carswell Company 145 Adelaida St., W. Toronto 1, Canada
CRIMINAL LAW, HANDBOOK OF Miller, Justin	West Publishing Company St. Paul, Minnesota
CRIMINAL PROCEDURE FROM ARREST TO APPEAL Orfield, Lester	New York University Press New York, New York
CRIMINOLOGY AND CRIME PREVEN- TION Higgins & Fitzpatrick	Bruce Publishing Company Milwaukee, Wisconsin
CULTURE AND MENTAL DISORDERS Linton, Ralph	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
DAILY TRAINING BULLETIN, VOLUMES I & II Parker, W. H.	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
DEFENSE INVESTIGATION Bliss, Edward	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
EFFECTIVE PERSONNEL SELECTION PROCEDURES Stone, C. H., & Kendall, W.	Prentice-Hall Englewood Cliffs, New Jersey

The Work and Author	Publisher
EFFECTIVENESS OF DELINQUENCY PREVENTION PROGRAMS (Pamphlet)	Superintendent of Documents U.S. Government Printing Office Washington, D. C.
ELEMENTS OF POLICE SCIENCE Perkins, Rollin	The Foundation Press 268 Flatbush Avenue Brooklyn, New York
EMOTIONAL MATURITY Saul, Leon	J. B. Lippincott Company 331 W. Lake Street Chicago 6, Illinois
ENCYCLOPEDIA OF CRIMINOLOGY Branham & Kutash	Philosophical Library, Inc. 15 E. 40th Street New York 16, New York
ESSENTIALS OF MANAGEMENT FOR SUPERVISORS Broaded, Charles H.	Harper & Brothers 49 E. 33rd Street New York 16, New York
ETHICS IN POLICE SERVICE Kooken, Dan	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
EVIDENCE McCormick, Charles	West Publishing Company St. Paul, Minnesota
EVIDENCE FOR THE PATROLMAN Heffron, Floyd	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
EVIDENCE HANDBOOK FOR POLICE Kreml, Franklin	Traffic Institute Northwestern University 1804 Hinman Street Evanston, Illinois
EVIDENTIAL DOCUMENTS Conway, James	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
FIELD INTERROGATION Bristow, Allen	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
FINGERPRINT MECHANICS Scott, Walter	Institute of Applied Science 1920 Sunnyside Avenue Chicago, Illinois

The Work and Author	Publisher
FINGERPRINTS, PALMS AND SOLES Cummins and Midlo	Blakiston Company 1012 Walnut Street Philadelphia, Pennsylvania
FINGERPRINTING Chapel, Charles	Coward-McCann, Inc. 2 W. 45th Street New York 19, New York
FIRST AID: SURGICAL & MEDICAL Cole & Puestow	Appleton-Century-Crofts 35 W. 32nd Street New York 1, New York
FIRST AID AND RESUSCITATION Young, Carl	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
FORENSIC MEDICINE Derr, Douglas	The Macmillan Company 60 Fifth Avenue New York 11, New York
FORENSIC SCIENCE AND LABORATORY TECHNICS Turner, Ralph	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
FORGERY AND FICTITIOUS CHECKS Sternitzky, Julius	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
FORREST COOL LAW REVIEW CRIMINAL LAW EVIDENCE	Forrest Cool Publications Woodland Hills, California
FROM ARREST TO RELEASE Houts, Marshall	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
FROM EVIDENCE TO PROOF Houts, Marshall	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
FUNDAMENTALS OF CRIMINAL INVESTIGATION O'Hara, Charles	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
GAMBLING, SHOULD IT BE LEGALIZED? Peterson, Virgil	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois

The Work and Author	Publisher
GRAND JURY, THE (Pamphlet) Peterson, Virgil	Chicago Crime Commission 79 W. Monroe Street Chicago, Illinois
GUN CARE AND REPAIR Chapel, C. E.	Coward-McCann, Inc. 2 W. 45th Street New York 19, New York
GUIDE TO MODERN POLICE THINKING Clift, Raymond	W. H. Anderson Company 656 Main Street Cincinnati, Ohio
GUIDE TO UNDERSTANDING RACE AND HUMAN RELATIONS Police Training School	Milwaukee Police Department Milwaukee, Wisconsin
HANDBOOK OF ILLINOIS EVIDENCE Cleary, Edward	Little, Brown & Company Boston, Massachusetts
HOMICIDE INVESTIGATION Snyder, LeMoine	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
INSTRUCTOR'S GUIDE FOR TRAFFIC ACCIDENT INVESTIGATION	Traffic Institute Northwestern University 1804 Hinman Street Evanston, Illinois
INTERROGATION Mulbar, Harold	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
INTRODUCTION TO CRIMINALISTICS O'Hara & Osterburg	The Macmillan Company 60 Fifth Avenue New York 11, New York
INTRODUCTION TO TOOL MARKS, FIREARMS AND THE STRIAGRAPH Davis, John E.	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
INVESTIGATION OF DEATH, THE Merkeley, Donald	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
JUDGE AND PROSECUTOR IN TRAFFIC COURT American Bar Association	Traffic Institute Northwestern University 1804 Hinman Avenue Evanston, Illinois

The Work and Author	Publisher
KNOW THE LAW Donigan, R., and Fisher, E.	Traffic Institute Northwestern University 1804 Hinman Avenue Evanston, Illinois
LAW OF MEDICAL PRACTICE Shartel, B., and Plant, M.	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
LAW OF SEARCH AND SEIZURE Cogan, John	States Attorney Office Cook County, Illinois
LEGAL MEDICINE, PATHOLOGY AND TOXICOLOGY Gonzales, Vance, Helpern, & Umberger	Appleton-Century-Crofts 35 W. 32nd Street New York 1, New York
LIE DETECTION AND CRIMINAL IN- TERROGATION Inbau, F., & Reid, J.	Williams & Wilkins Company Mt. Royal and Guilford Avenue Baltimore 2, Maryland
MEDICO-LEGAL ASPECTS OF THE BLOOD TEST TO DETERMINE INTOXICATION Ladd, M., & Gibson, R.	Traffic Institute Northwestern University 1804 Hinman Avenue Evanston, Illinois
MODERN CRIMINAL INVESTIGATION Soderman & O'Connell	Funk and Wagnall Company 153 E. 24th Street New York 10, New York
MUNICIPAL PERSONNEL ADMINISTRA- TION	The International City Managers' Association 1313 E. 60th Street Chicago, Illinois
MUNICIPAL POLICE ADMINISTRATION	The International City Managers' Association 1313 E. 60th Street Chicago, Illinois
NARCOTICS AND DRUG ADDICTION Hesse, Erich	Philosophical Library, Inc. 15 E. 40th Street New York 16, New York
NARCOTICS AND NARCOTIC ADDIC- TION Maurer, D., & Vogel, V.	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois

The Work and Author	Publisher
NEW GOALS IN POLICE MANAGEMENT, THE ANNALS, Volume 291	American Academy of Political and Social Science 3937 Chestnut Street Philadelphia, Pennsylvania
NEW HORIZONS IN CRIMINOLOGY Barnes & Teeters	Prentice-Hall Englewood Cliffs, New Jersey
OFFICER IN THE COURTROOM, THE Heffron, Floyd	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
OFFICER SPEAKS IN PUBLIC, THE King, Everett	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
PERSONAL DESCRIPTIONS Allen, A. L.	Carswell Company 145 Adelais Street, W. Toronto 1, Canada
PHOTOGRAPHY IN LAW ENFORCEMENT	Eastman Kodak Company Rochester 4, New York
POISONS, THEIR PROPERTIES, CHEMICAL IDENTIFICATION, SYMPTOMS AND EMERGENCY TREATMENT Brookes & Alyea	D. Van Nostrand Company 257 Fourth Avenue New York 10, New York
POLICE ADMINISTRATION Wilson, O. W.	McGraw-Hill Book Company 330 W. 42nd Street New York 36, New York
POLICE AND MINORITY GROUPS	Chicago Park District Chicago, Illinois
POLICE AND THE PEOPLE Ashenhust, P.	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
POLICE EXAMINATIONS Perkins, Rollin	The Foundation Press 268 Flatbush Avenue Brooklyn, New York
PSYCHOLOGY FOR LAW ENFORCEMENT OFFICERS Dudycha, George	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois

The Work and Author	Publisher
POLICE MATHEMATICS Rizer, Conrad	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
POLICE ORGANIZATION AND MANAGE- MENT Leonard, V. A.	The Foundation Press 268 Flatbush Avenue Brooklyn, New York
POLICE PATROL Holcomb, Richard	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
POLICE PERSONNEL MANAGEMENT Germann, A. C.	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
POLICE PLANNING Wilson, O. W.	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
POLICE PROCEDURE IN JUVENILE CASES (Pamphlet) Dunne, Robert	Family Court of Cook County 2246 W. Roosevelt Road Chicago, Illinois
POLICE RECORDS Wilson, O. W.	Public Administration Service 1313 E. 60th Street Chicago 37, Illinois
POLICE SYSTEMS IN THE UNITED STATES Smith, B.	Harper & Brothers 49 E. 33rd Street New York 16, New York
POLICE WORK WITH JUVENILES Kenny, J., & Pursuit, D.	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
POLICE WRITING Gabard, E. C., & Kenney, J.	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
PRACTICAL FINGERPRINTS Bridges, B. C.	Funk and Wagnall Company 153 E. 24th Street New York 10, New York
PRINCIPLES OF CRIMINOLOGY Sutherland, E. H.	J. B. Lippincott Company 331 W. Lake Street Chicago 6, Illinois

The Work and Author	Publisher
PRIVILEGED COMMUNICATIONS BETWEEN PHYSICIAN AND PATIENT DeWitt, Clinton	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
PUBLIC RELATIONS AND THE POLICE Gourley, G. D.	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
QUESTIONED DOCUMENTS Osborn, A. S.	Boyd Printing Company Albany, New York
RACE RIOT Lee & Humphrey	Dryden Press, Inc. 386 Fourth Avenue New York 16, New York
RADIO COMMUNICATIONS SYSTEM PROCEDURE AND TRAINING MANUAL	Kentucky State Police Frankfort, Kentucky
RULES OF EVIDENCE, THE Houts, Marshall	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
SCIENTIFIC EXAMINATION OF DOCUMENTS Hilton, Ordway	Callaghan & Company 6141 N. Cicero Chicago, Illinois
SELECTION OF POLICE OFFICERS Holcomb, Richard	Bureau of Public Affairs State University of Iowa Iowa City, Iowa
SELF-INCRIMINATION Inbau, Fred	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
SINGLE FINGERPRINTS Battley, Harry	Institute of Applied Science 1920 Sunnyside Avenue Chicago, Illinois
SOURCEBOOK ON PROBATION, PAROLE, AND PARDONS Newman, Charles	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
STATISTICS ESSENTIAL FOR POLICE EFFICIENCY Griffin, John	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois

The Work and Author	Publisher
TECHNICS FOR THE CRIME INVESTIGATOR Dienstein, William	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
TEXTBOOK OF FIREARMS INVESTIGATION, IDENTIFICATION AND EVIDENCE Hatcher, J. S.	Small Arms Technical Publishing Co. Georgetown, S. C.
THE F.B.I. STORY Whitehead, Don	Random House New York, New York
THE F.B.I. IN ACTION (A Signet Book) Jones, Ken	New American Library 501 Madison Avenue New York, New York
TRAFFIC ACCIDENTS Williams, Charles	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
TRAFFIC ACCIDENT INVESTIGATOR'S MANUAL FOR POLICE Baker, James S.	Traffic Institute Northwestern University 1804 Hinman Street Evanston, Illinois
TRAFFIC ENGINEERING AND THE POLICE Evans, H., & Kreml, F.	Traffic Institute Northwestern University 1804 Hinman Street Evanston, Illinois
TRAFFIC ENGINEERING HANDBOOK Institute of Traffic Engineers	Yale University New Haven, Connecticut
TRANSPORTATION OF THE INJURED Young, Carl	Charles C Thomas, Publisher 301 E. Lawrence Avenue Springfield, Illinois
TROUBLE WITH COPS Deutsch, Albert	Crown Publishers, Inc. New York, New York
UNIFORM DRILL MANUAL Police Training Division	Chicago Police Department 1121 S. State Street Chicago, Illinois

APPENDIX C

Glossary of Legal Terms

The definitions of legal terms set out in this Appendix have been taken with permission from Black's Law Dictionary, Third Edition, copyright 1933 by West Publishing Co., St. Paul, Minnesota. All rights reserved.

Abandonment—The relinquishing of all titles, possession, or claim or a virtual intentional throwing away of property.

Abduction—The unlawful taking or detention of any female for purposes of marriage, concubinage, or prostitution.

Abet—To encourage, incite, or set another on to commit a crime. . . . To abet another to commit a murder is to command, procure, or counsel him to commit it.

Abortion—The unlawful destruction, or the bringing forth prematurely of the human foetus before the natural time of birth.

Abrogation—The destruction or annulling of a former law, by an act of the legislative power, by constitutional authority or by usage.

Abscond—To hide, conceal, or absent oneself clandestinely, with the intent to avoid legal process.

Accessory—*Before the Fact*: One who, being absent at the time of the crime committed, doth yet procure, counsel, or command another to commit a crime. *After the Fact*: All persons who, after the commission of any felony, conceal or aid the offender, with knowledge that he has committed a felony, and with intent that he may avoid or escape from arrest, trial, conviction, or punishment, are accessories.

Accident—An unforeseen event occurring without the will or design of the person whose mere act causes it.

Accomplice—A person who knowingly, voluntarily, and with common intent with the principal offender unites in the commission of a crime.

Accusation—A formal charge against a person, to the effect that he is guilty of a punishable offense, laid before a court or magistrate having jurisdiction to inquire into the alleged crime.

Accused—The person against whom an accusation is made: one who is charged with a crime or misdemeanor.

Act—Something done voluntarily by a person and of such a nature that certain legal consequences are attached to it.

Adultery—Voluntary sexual intercourse of a married person with a person other than the offender's husband or wife.

Affidavit—A written or printed declaration or statement of facts, made voluntarily, and confirmed by the oath or affirmation of the party making it, taken before an officer having authority to administer such oath.

Affray—The fighting of two or more persons in some public place to the terror of the people.

Alcoholic Liquor—Intoxicating liquors which can be used as a beverage, and which, when drunk to excess, will produce intoxication.

Animus Furandi—The intention to steal.

Appeal—The removal of a cause from a court of inferior to one of superior jurisdiction for the purpose of obtaining a review and retrial.

Appearance—A coming into court as party to a suit, whether as plaintiff or defendant.

Arraignment—Calling the defendant to the bar of the court, to answer the accusation contained in the indictment.

Arrest—The apprehending or detaining of the person in order to be forthcoming to answer an alleged or suspected crime.

Arson—Willfully and maliciously burning or causing to be burned the dwelling house of another, or any kitchen, shop, or other outhouse that is parcel thereof.

Assault—An unlawful offer or attempt with force or violence to do a corporeal hurt to another.

Bail—To procure the release of a person from legal custody, by undertaking that he shall appear at the time and place designated and submit himself to the jurisdiction and judgment of the court.

Bailer—One to whom goods are bailed; the party to whom personal property is delivered under a contract of bailment.

Bailment—A delivery of something of a personal nature by one party to another, to be held according to the purpose or object of the delivery, and to be returned or delivered over when that purpose is accomplished.

Bastard—A child born out of wedlock.

Battery—A willful and unlawful use of force or violence upon the person of another.

Best Evidence Rule—"Primary evidence" includes the best evidence which is available to a party and procurable under the existing situation.

Bet—The wager of money or property on an incident by which one or both parties stand to win or lose by chance.

- Bigamy**—The criminal offense of willfully and knowingly contracting a second marriage while the first marriage, to the knowledge of the offender, is still subsisting and undissolved.
- Bookmaking**—Registering of bets or wagers on any trial or contest of speed or power of endurance of man or beast, or selling pools.
- Breach of the Peace**—The offense of breaking or disturbing the public peace by any riotous, forcible, or unlawful proceeding.
- Bribery**—Giving or receiving anything of value, or any valuable service, intended to influence one in the discharge of a legal duty.
- Brothel**—A house of ill fame, a common habitation of prostitutes.
- Burden of Proof**—The necessity or duty of affirmatively proving a fact or facts in dispute on an issue raised between the parties in a cause.
- Capias**—The common name for several species of writs, the common characteristic of which is that they require the office to take the body of the defendant into custody.
- Chastity**—The state of purity or abstinence from unlawful sexual connection.
- Circumstantial Evidence**—Evidence directed to the attending circumstances.
- Common Law**—As concerns its force and authority in the United States, the phrase designates that portion of the common law of England (including such acts of parliament as were applicable) which had been adopted and was in force here at the time of the Revolution. This, so far as it has not since been expressly abrogated, is recognized as an organic part of the jurisprudence of most of the United States.
- Complaint**—An allegation, made before a proper magistrate, that a person has been guilty of a designated public offense.
- Compounding a Felony**—The offense of taking a reward for forbearing to prosecute a felony; as where a party robbed takes his goods again, or other amends, upon an agreement not to prosecute.
- Concubinage**—The act or practice of cohabiting, in sexual commerce, without the authority of law or a legal marriage.
- Confession**—A voluntary statement made by a person charged with a crime . . . wherein he acknowledges his guilt of the offense charged, and discloses the part he has taken in it.
- Confidence Game**—Obtaining of money or property by means of some trick, device, or swindling operation in which the advantage is taken of the confidence which the victim reposes in the swindler.
- Conspiracy**—An agreement between two or more persons, for accomplishing an unlawful end or a lawful end by unlawful means.

Counterfeit—To copy or imitate, without authority or right, and with a view to deceive or defraud, by passing the copy or thing forged for that which is original or genuine.

Corpus Delicti—The body of a crime. The body (material substance) upon which a crime has been committed, e.g., the corpse of a murdered man, the charred remains of a house burned down.

Crime—Consists in a violation of a public law in the commission of which there shall be a union or joint operation of act and intention or criminal negligence.

Deadly Weapon—Any weapon dangerous to life or with which death may be easily and readily produced.

Defendant—The person defending, or denying, the party against whom relief or recovery is sought in an action or suit.

Defraud—To cheat or trick, to deprive a person of property or any interest estate, or right by fraud, deceit, or artifice.

Delinquent Child—An infant of not more than specified age who has violated any law or who is incorrigible.

Deposition—Evidence given by a witness under interrogatories, oral or written, and usually written down by an official person.

Direct Evidence—Is that means of proof which tends to show the existence of a fact in question without the intervention of the proof of any other fact.

Divorce—The legal separation of man and wife, effected, for cause, by the judgment of a court.

Dwelling House—The house in which a man lives with his family, a residence, the apartment or building or group of buildings occupied by a family as a place of residence.

Embezzlement—The fraudulent appropriation of property by a person to whom it has been intrusted, or to whose hands it has lawfully come.

Entrapment—The act of officers or agents of the government in inducing a person to commit a crime not contemplated by him, for the purpose of instituting a criminal prosecution against him.

Entry—In Criminal Law—Entry is the unlawful making one's way into a dwelling or other house, for the purpose of committing a crime therein.

Evidence—All means by which any alleged matter of fact, the truth of which is submitted to investigation, is established or disproved.

Experts—Witnesses who testify in regard to some professional or technical matter arising in the case, and who are permitted to give their opinions as to such matter on account of their special training, skill, or familiarity with it.

Explosive—Any substance whose decomposition or combustion is generated with such rapidity that it can be used for blasting or for firearms.

False Imprisonment—Consists in the unlawful detention of the person of another, for any length of time, whereby he is deprived of his personal liberty.

Felony—A crime of a graver or more atrocious nature than those designated as misdemeanors.

Foetus—An unborn child.

Forgery—The falsely making or materially altering with intent to defraud any writing which, if genuine, might apparently be of legal efficacy or the foundation of a legal liability.

Fraud—Some deceitful practice or willful device, resorted to with intent to deprive another of his right, or in some manner to do him an injury.

Fugitive from Justice—A person who, having committed a crime, fled from the state or country where it was committed, in order to evade arrest and escape justice.

Gambling Device—A machine, implement, or contrivance of any kind for the playing of an unlawful game of chance or hazard.

Gambling, Gaming—An agreement between two or more persons to play together at a game of chance for a stake or wager which is to become the property of the winner, and to which all contribute. In general the words, "gaming" and "gambling" in statutes, are similar in meaning.

Homicide—The act of a human being in taking away the life of another human being. Homicide is not necessarily a crime. *Justifiable*: Killing intentionally but without any evil design, and under such circumstances of necessity or duty as render the act proper and relieve the party from any shadow of blame. *Excusable*: The killing of a human being either by misadventure or in self-defense. *Felonious*: The wrongful killing of a human being, of any age or either sex without justification or excuse in law.

Immoral—Contrary to good morals, inconsistent with the rules and principles of morality.

Immunity—Exemption, as from serving in any office or performing duties which the law generally requires other citizens to perform.

Incest—The crime of sexual intercourse or cohabitation between a man and woman who are related to each other within the degrees wherein marriage is prohibited by law.

Indictment—An accusation in writing found and presented by a Grand Jury, legally convoked and sworn, to the court in which it is impaneled, charging that a person therein named has done some act or been guilty of some omission, which, by law, is a public offense, punishable on indictment.

Information—An accusation in the nature of an indictment, from which it differs only in being presented by a competent public officer on his oath of office, instead of a Grand Jury on their oath.

- Injunction**—Is a writ or order requiring a person to refrain from a particular act.
- Inquest**—The inquiry by a coroner, termed a “coroner’s inquest” into the manner of the death of any one who has been slain or has died suddenly or in prison.
- Insanity**—Unsoundness of mind, madness, mental alienation or derangement.
- Insolvent**—One who is unable to pay his debts; one who is not solvent; one who has not means or property sufficient to pay his debts.
- Intent**—Purpose, formulated design, a resolve to do or forbear a particular act.
- Intimidation**—Unlawful coercion, duress, putting in fear.
- Judgment**—The official and authentic decision of a court of justice upon the respective rights and claims of the parties to an action.
- Jurisdiction**—The power to hear and determine a cause, the authority by which judicial officers take cognizance of and decide causes.
- Jury**—A certain number of men, selected according to law, and sworn to inquire of certain matters of fact, and declare the truth upon evidence to be laid before them.
- Kidnapping**—The term includes false imprisonment plus the removal of the person to some other place.
- Larceny**—The unlawful taking and carrying away of things personal, with intent to deprive the right owner of the same.
- Liability**—The state of being bound or obliged in law or justice to do, pay, or make good something.
- Lottery**—A lottery is any scheme for the disposal or distribution of property by chance among persons who have paid, or promised to pay any valuable consideration for the chance of obtaining such property.
- Malfeasance**—The wrongful or unjust doing of some act which the doer has no right to perform, or which he has stipulated by contract not to do.
- Malice**—The doing of a wrongful act intentionally, without just cause or excuse.
- Malicious Injury**—An injury committed against a person at the prompting of malice or hatred towards him, or done spitefully or wantonly.
- Manslaughter**—The unlawful killing of a human being without malice, either express or implied, and without any mixture of deliberation whatever. *Voluntary Manslaughter*: Manslaughter committed voluntarily upon a sudden heat of the passions. *Involuntary Manslaughter*: Is where a person in committing an unlawful act not felonious or tending to great bodily harm, or in committing a lawful act without proper caution or requisite skill, unguardedly or undesignedly kills another.

- Mayhem**—The act of unlawfully and violently depriving another of the use of such of his members as may render him less able, in fighting, either to defend himself or annoy his adversary.
- Minor**—An infant or person who is under the age of legal competence.
- Misdemeanor**—A general name for criminal offense of every sort, punishable by indictment or special proceedings, which do not in law amount to the grade of felony.
- Misfeasance**—A misdeed or trespass. The improper performance of some act which many may lawfully do.
- Mob**—An assemblage of many people, acting in a violent and disorderly manner defying the law and committing or threatening to commit, depredations upon property or violence to persons.
- Motive**—The inducement, cause, or reason why a thing is done.
- Murder**—The unlawful killing of a human being, in the peace of the people, by a person of sound memory and discretion, with malice aforethought either express or implied.
- Negligence**—The omission to do something which a reasonable man, guided by those ordinary considerations which ordinarily regulate human affairs, would do, or the doing of something which a reasonable and prudent man would not do.
- Nuisance**—Class of wrongs that arise from the unreasonable, unwarrantable, or unlawful use by a person of his own property, either real or personal, or from his own improper, indecent, or unlawful personal conduct, working an obstruction of or injury to the right of another or of the public and producing material annoyance, inconvenience, discomfort, or hurt.
- Obscene**—Offensive to common sense of decency and modesty of community, and tends to suggest or arouse sexual desires or thoughts in minds of those who may be depraved or corrupted thereby.
- Opinion in Evidence**—Conclusion drawn by a witness from facts some of which are known to him and others assumed, or drawn from facts which, though lending probability to the interference, do not evolve it by a process of absolutely. *Statement by Judge*: The statement by a judge or court of the decision reached in regard to a cause tried or argued before them, expounding the law as applied to the case, and detailing the reasons upon which the judgment is based.
- Overt Act**—An overt act essential to establish an attempt to commit a crime is an act done to carry out the intention, and it must be such as would naturally effect that result unless prevented by some extraneous cause.
- Pander**—To cater to the gratification of the lust of another.
- Parole**—A conditional release, condition being that, if prisoner makes good, he will receive an absolute discharge from balance of sentence, but, if he does not, he will be returned to serve unexpired time.

Plaintiff—A person who brings an action; the party who complains or sues in a personal action and is so named on the record.

Probation—Allowing a person convicted of some minor offense to go at large under a suspension of sentence, during good behavior, and generally under the supervision or guardianship of a “probation officer.”

Proof—Any fact or circumstance which leads the mind to the affirmative or negative of any proposition constitutes “proof.”

Property—Property is ownership; the unrestricted and exclusive right to a thing; the right to dispose of a thing in every legal way, to possess it, to use it, and to exclude every one else from interfering with it. *Real Property*: Land, and generally, whatever is erected or growing upon or affixed to land. *Personal Property*: In general sense, “personal property” includes everything that is the subject of ownership, not coming under denomination of real estate.

Prosecuting Witness—The private person upon whose complaint or information a criminal accusation is founded and whose testimony is mainly relied on to secure a conviction at the trial.

Prosecution—A criminal action; a proceeding instituted and carried on by due course of law, before a competent tribunal, for the purpose of determining the guilt or innocence of a person charged with a crime.

Proximate Cause—That which, in a natural and continuous sequence, unbroken by an efficient intervening cause, produces the injury and without which the result would not have occurred.

Quasi—This term is used in legal phraseology to indicate that one subject resembles another with which it is compared, in certain characteristics, but that there are also intrinsic differences between them.

Ransom—A sum paid or agreed to be paid for the redemption of captured property.

Rape—The unlawful carnal knowledge of a woman by a man forcibly and against her will.

Real Evidence—Evidence furnished by things themselves on view or inspection as distinguished from a description of them by the mouth of a witness.

Replevin—A personal action brought to recover possession of goods unlawfully taken . . . the validity of which taking it is the mode of contesting, if the party from whom the goods were taken wishes to have them back *in specie*.

Riot—A tumultuous disturbance of the peace by three persons or more, assembling together of their own authority with an intent mutually to assist each other against any who shall oppose them, in the execution of some enterprise of a private nature.

Search-Warrant—An order in writing, issued by a magistrate, in the name of the state, directed to a sheriff . . . commanding him to search a specified house, shop, or other premises, for personal property alleged to have been stolen or for unlawful goods and to bring the same, when found, before the magistrate.

Self-defense—The protection of one's person or property against some injury attempted by another. An excuse for the use of force in resisting an attack on the person.

Slander—Oral defamation; the speaking of false words concerning another, whereby injury results to his reputation.

Statute—An act of the legislature; a particular law enacted and established by the will of the legislative department of government; the written will of the legislature, solemnly expressed according to the forms necessary to constitute it the law of the state.

Statute of Limitations—A statute prescribing limitations to the right of action on certain described causes of action.

Subornation of Perjury—The offense of procuring another to take such a false oath as would constitute perjury in the principal.

Summons—Under code procedure a summons is not process, but is a notice to defendant that an action against him has been commenced and that judgment will be taken against him if he fails to answer the complaint.

Testimony—Evidence given by a competent witness, under oath or affirmation, as distinguished from evidence derived from writings and other sources.

Threat—A declaration of one's purpose or intention to work injury to the person, property, or rights of another, with a view of restraining such person's freedom of action.

Treason—The offense of attempting by overt acts to overthrow the government of the state to which the offender owes allegiance; or of betraying the state into the hands of a foreign power.

Trespass—In the strictest sense, an entry on another's ground, without a lawful authority, and doing some damage however inconsiderable, to his real property.

Unlawful—That which is contrary to law or unauthorized by law.

Vagabond—One that wanders about and has no certain dwelling, an idle fellow.

Venue—The county in which an action or prosecution is brought for trial, and which is to furnish the panel of jurors.

Verdict—The formal and unanimous decision or finding made by a jury, impaneled and sworn for the trial of a cause and reported to the court (and accepted by it) upon the matters or questions duly submitted to them upon the trial.

Warrant—A writ or precept from a competent authority in pursuance of law, directing the doing of an act and addressed to an officer or person competent to do the act, and affording him protection from damages, if he does it.

Warrant of Arrest—A written order issued and signed by a magistrate, directed to a peace officer or some other person specially named, and commanding him to arrest the body of a person named in it, who is accused of an offense.

Witness—A person who has knowledge of an event. A person whose declaration under oath is received as evidence for any purpose, whether such declaration be made on oral examination or by deposition or affidavit.

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